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ABSTRACT

The Integrated Teaching Units for grades K-2 constitute the methodology used to implement the career education concepts of Project LET (Learning Experiences in Technology). The document is designed to be used with the project implementation guide. The units were developed from the existing elementary curriculum and are designed to be implemented, evaluated, and revised by the classroom teacher. Arranged alphabetically by topic, the units cover a wide variety of subjects emphasizing an awareness of self, of careers, and of knowledge of the way man does things. For each unit, the title, grade level, a general overview, and teaching/learning resources (reference materials and suggestions for field trips, human resources, and activities) are listed on a plansheet. Concepts (listed according to the subject area to which they relate) with corresponding behavioral objectives, methods of implementation, and resource people and materials are presented in a four-column format. Detailed directions for some student-performed activities are given. Sample instructional materials are included with some of the units. (Author/MS)

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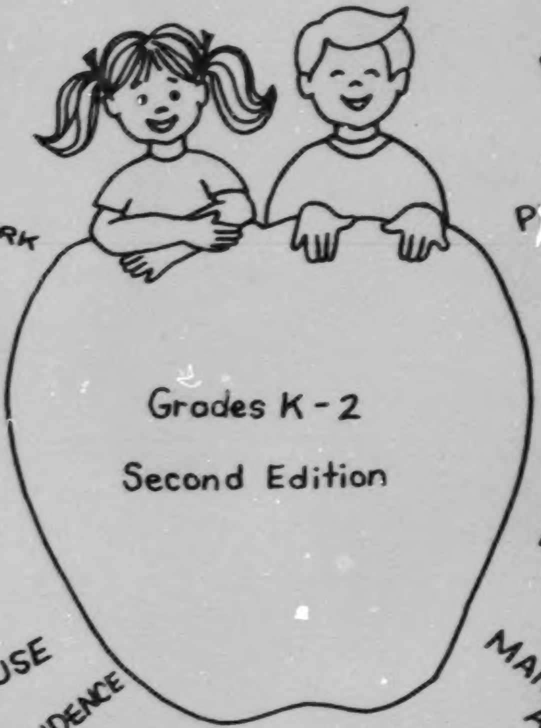
CAREER EDUCATION

INTEGRATED TEACHING UNIT HANDBOOK

CAREER / SELF-AWARENESS

SOCIAL STUDIES

REASONS PEOPLE WORK
VALUES
DIGNITY OF WORK
ATTITUDES
FUNCTIONS OF WORK
EMOTIONS
LOCATION OF WORK
AWARENESS OF OTHERS
TOOLS WORKERS USE
CAREER INTERDEPENDENCE



Grades K - 2

Second Edition

PHYSICAL EDUCATION

PERSONNEL
SELF-CONFIDENCE
CONSUMING
PERSONAL STRENGTHS
SERVICING
DECISION-MAKING
PRODUCING
INTERESTS
MANAGING OF PEOPLE AND THINGS

COMMUNICATION SKILLS

HEALTH

CREATIVE ARTS

SCIENCE

MATH

School District of the City of Royal Oak
4000 Crooks Road, Royal Oak, Michigan 48073
1974-75

PREFACE

This Revised Career Education Integrated Teaching Unit Handbook is intended to be used as a working copy for professional staff. It is not a completed document but a working copy which will be revised by teacher input, particularly in identifying resource people and materials. This document cannot stand alone but is designed to be used with the "Project LET, Guide for Implementation."

The methodology used to implement the concepts of Career Education is the Integrated Teaching Unit. These Integrated Teaching Units have been developed and field tested by Royal Oak Elementary Teachers involved in Project "LET". The units were developed from the existing curriculum and are designed to be implemented, evaluated, and revised by the classroom teacher. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child.

Each unit evolves from the existing elementary curriculum which includes the following components:

1. general overview
2. teaching/learning resources
3. concepts
4. behavioral objectives
5. methods of implementation
6. resource people and materials
7. student activities

Inherent in each component is an awareness of self, of careers, and the knowledge of the way man does things. The additional content provided for children in the classroom is the opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit, parent and community resource people, and exposure to numerous careers.

TABLE OF CONTENTS

Page Number

ANIMALS 2

Activities: Dioramas 10
Making Pet Books 11
Building a Barn and Fence 12

APPLE ORCHARD 21

Activities: Applesauce 26
Caramel Apples 27
Blender Applesauce 29
Poets and Peasants 30
Apple Butter 31

CANDY 33

CHRISTMAS 60

Activities: Christmas Tree Hot Plates 68
Candy Making 69
Christmas Toy (Pill-in-the-box) 70
Felt Puppets 71
Christmas Cards and Notes 74
Christmas Styrofoam Ornament 75
Perfumed Bath Salts 77
Candle Making 78

THE CIRCUS 81

Activities: Make Acrobat 90
Stilts 91
Pictures - Design a Clown's Face 92

COMMUNITY HELPERS - THE POLICEMAN, THE FIREMAN, AMBULANCE DRIVERS AND THE POST OFFICE 102

Activities: Designing a Miniature Community 110
Making Fire Hats 111
Small Box Map to Police Station and Suburban Ambulance 112
Traffic Lights 113
Speech Badges 114
Traffic Light Cookies 115
Building Post Office 117

CUSTOMS AND MANNERS OF COLONIAL AMERICA 120

Activities: Thanksgiving Dinner and Indian Dance 128
Making Applesauce 129
Making Butter 130
Cranberry Relish 131
Making Cookies 132

TABLE OF CONTENTS

Page Number

CUSTOMS AND MANNERS OF COLONIAL AMERICA (Cont.)

Activities: Pumpkin Pie 133
Candle Dipping 135
Creative Writing and Drawing Mural 136
Making Costumes 137
Colonial Caps 138
Paint Paddle Indians 139
Colonial People 140
Abraham Lincoln Hats 141
Clay Candle Holder 142
Horn Book 143
Colonial Game - Hull Gull 145
Trip to Royal Oak Farmers Market 147
Pumpkin Prizes 152

DENTAL HEALTH 160

Activities: Making Teeth 165
Making Toothpaste 166

EASTER CUSTOMS AND SEASONAL JOBS 173

Activities: Easter Cart 178
Plywood Rabbit For Cart 179
Candy Making 182
Candy Bar Decorating 183
Dye Easter Eggs 184

FROM HOME AND SCHOOL - LIVING AND GROWING TOGETHER 195

Activities: Life-Sized Replicas of School Helpers 206
Making Helping Hands 207
Experimenting With Our Senses 208
Hearing - Experimenting With Sounds 209

HOME AND FAMILY LIVING 212

Activities: Roller Movie - Our Trip to the Police Station 220
Inventing Machines 221
Spaghetti Sauce 222
Canning and Labeling Apple Butter 223
Canning Apple Butter 224
Pan Rolls 225
Homemade Egg Noodles 226

HUMAN BIOLOGY 228

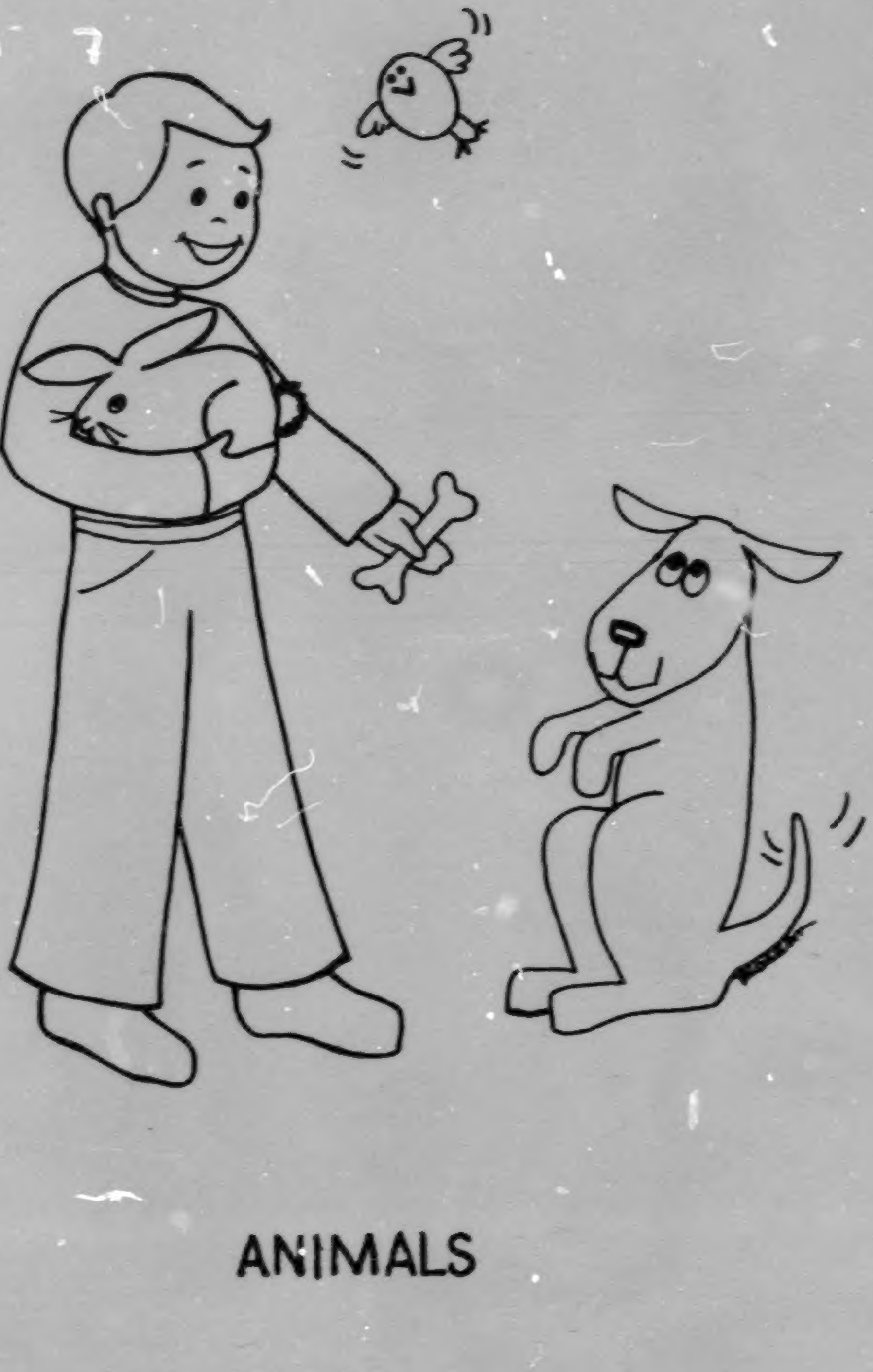
Activities: Making Fabric Growth Charts 235
Tracing Body Outline - Filling in Organs 236

TABLE OF CONTENTS

		Page Number
INSECTS		238
Activities:	Insect Net	243
LIQUID MEASUREMENT		246
Activities:	Making Carbon Dioxide	253
	Baking Brownies or Peanut Butter Bars	254
	Liquid Measurement Table	256
MAGNETISM AND ELECTRICITY		268
Activities:	Eight Science Experiments	273
MICHIGAN		275
NUTRITION		286
Activities:	Nutritional Dinner	293
	Bagels	294
	Sweetless Party	298
	Breakfast Party	299
PLANTS		301
Activities:	Shoe Box Terrarium	307
	Growing Bean Plants	308
	Tuna Can Man	309
	Making Clay Flower Pots	310
	Planting Flowers	311
	Assemble Recipe Booklets	313
SAFETY		315
Activities:	Hall and Bicycle Signs	323
	Traffic Lights	324
	Making Traffic Signs	325
SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER		327
Activities:	Making a Puppet	333
	Building a Puppet Stage	340
	Making Curtains for Puppet Stage	342
	Paper Bag Puppets - "Good Morning"	343
	Peg Board Tool Holder	355
	Designing and Building Creative Machines	356
SOLID EARTH AND THE UTILIZATION OF ITS RESOURCES		358
Activities:	Making Crystalline Rocks	365
	Rock Chart	367
	Polishing Rocks for Jewelry Making	368
	Topographical Model of the Earth	369

TABLE OF CONTENTS

		Page Number
TRANSPORTATION		371
Activities:	Transportation Dress for Teacher	381
	Mural of Train or Train Station	382
	Make Posters on Railroad Safety	383
	Ice Cream Stick Livery Stock Cars	384
	Milk Carton Car	385
	Construction Paper Car	386
	Construct a Helicopter	387
	Symbols of Airlines	389
USING OUR HANDS		392
Activities:	Paddle Wheel Boats	401
	Making Cement Bricks and Patio Stones	402
	Candle Making	403
WEATHER		405
Activities:	Making Pinwheels	413
	Construct a Helicopter	414
	Making Hygrometers	416
	Weather Vane	417
	Record Weather on Weather Board and Cardboard Thermometer	418
	Snowball Targets	419
	Bulletin Board - Introducing Unit	420
WRITTEN MATERIALS		426
Activities:	Lay Out a Profit and Loss Record	433
	Making a Shape Book	434
	Recycling Paper By Hand	435



ANIMALS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: ANIMALS

GRADE LEVEL K-2

GENERAL OVERVIEW: The purpose of this unit is to increase a child's awareness of types of animals, their environments, and their basic needs, as well as the occupations involved. Children can make books about the care of wildlife and the careers which are involved. Children see the purpose of a barn by visiting a farm and can then construct their own barn. The occupations involving animals are many and very intriguing to children, most of whom love animals.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Dairy Farm Panorama kit
National Dairy Council
Plant and animal pictures
Primary Science Concept
Charts on animals (I.M.C.)

Books:
Animal Babies, Illa Podendorf
Egg to Chick
Little Frog
Ten Little Caterpillars
Katie's Children, Watson
Chicken Little, Stella Nathan
What Do The Animals Say? - Grace Skaar
A Day on the Farm, Nancy Hulick
True Book of Farm Animals, John Luvellen
Make Way for Ducklings, Robert McCloskey
Everybody Eats
I Want to be a Zoo Keeper

Films:
Guffy the Turtle
Animals are Different and Alike
Spotty, Story of a Fawn
Animals Protect Themselves
Brown Bear Goes Fishing
Zoo Animals in Rhymes
Mother Hen's Family
Animals in Autumn
Animals in Spring
Beavers at Work
Bear Country
Beaver Valley

Films: (continued)

Summer Day on the Farm
Nature's Half Acre
Care of Pets
Seal Island
Gray Squirrel
Animals in Winter
Billy Beaver
Jimmy Raccoon
Melvin Otter
Tad the Frog

Tapes: (Listening Post)
Chicken Little
Little Red Hen

Records:
Sounds of Animals
Funny Animal Songs
Zoo Songs
Bozo at the Farm
Chicken Little
Little Red Hen

Sheet Music:
Old McDonald Had a Farm
Good Morning Farm
Farmer in the Dell
Leo the Lion
Look at me, I'm a Kangaroo

2. Field Trips:

Detroit Zoo
Upland Hills Farm
Rattee Farm
Pet Shop
Museum of Natural History
Cranbrook Nature Center - all seasons

3. Human Resources:

Parents
Conservation and wildlife manager
Farmer
School Custodian
Parents - driving to farm
Veterinarian
Humane Society

4. Activities:

Frog Book
Dioramas (shoe box)
Building a barn and fence
Making a pet book

Activities Without Directions:

Pet Day
Clay Animals
Papier-mache puppets
Animal paper bag puppets
Animal ABC books
Egg carton caterpillars and butterflies
Play "Twenty Questions"
Elephant and pig puppets

UNIT TITLE: **ANIMALS**

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science	
Animals' Needs: (food, protection, water, air)	Categorize a group of pictures - living and non-living: plants and animals Tell the living conditions of five animals Tell what animals eat Trace the food back to the green plant Match pictures of five animal parents and their babies Draw pictures of four (4) animals depicting protective means
Communication Skills	
Writing Reading Listening Speaking	Recognize names of zoo and farm animals in their written form Dictate or write sentences about each picture in their frog book and protective covering book

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Compare small animal with house plant List likenesses and differences on chart i.e., mammals, birds, fish, reptiles and amphibians, insects Have children bring in small pets for comparison of structures, eating habits, breathing, methods and locomotion Dioramas: showing various environments (desert, water, forest, jungle, farm, etc. Add plants to the diorama Field trip to farm in spring Match mother animal and baby Incubation of eggs, hatching of chicks Visit from veterinarian or pet shop owner to discuss care of animals View film showing natural protection Field trip to Museum of Natural History Individual books Pet Day Cross-grade research on animal of child's choice using worksheet insert for guide	Plant & Animal Pictures Primary Science Concept Charts on animals (I.M.C.) Books: Everybody Eats Animal Babies Egg to Chick Big Frog Little Frog Ten Little Caterpillars Films: Mother Hen's Family Guffy the Turtle Animals Protect Themselves Speaker: Veterinarian or pet shop owner
Make shape books (see samples); i.e., turtle, lion, and green sheet Discursion of plants and animals projecting personal preferences Puppets - elephant and pig	

UNIT TITLE: ANIMALS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills (Cont.)	Orally partake in discussion; i.e., "If I could be an animal, I would be.........." Evaluate field trip experience
Math Graphing Story problems	Copy a group-produced graph depicting types of pets they own
Art Combining Separating Forming	Make a diorama (clay animals) Make a paper bag or paper mache puppet Make an egg carton caterpillar Make a waxed paper crayon butterfly Make a barn out of toilet paper roll and small milk carton Make paper lions, bears, tigers, elephants Paint zoo and form animal pictures Draw a hen house and cut out a hen and some eggs

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Use animal cookie for story starter, or original riddles Make wooden giraffe (see diagram)	
Pet graph Listening post Using individual cardboard slates of an animal shape, children do story problems on slate according to tape	
Same as objectives	

UNIT TITLE: **ANIMALS** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Career/Self-Awareness	
People and their job roles:	
Service provided	List orally animal-related jobs, such as zoo keeper, vet, pet shop owner, farmer, curator
Goods produced	
Tools workers use	List a tool appropriate to a job workers use with animals; example: Veterinarian - Stethoscope; Zoo keeper - pail, shovel
Music	Be familiar with: "Old McDonald Had a Farm" "Good Morning Farm" "The Farmer in the Dell" "Leo the Lion" "Look at Me, I'm a Kangaroo"

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Ongoing integration of unit Visit a pet shop and veterinarian. Evaluate field trip experience with a cut and paste paper mural. Write experience story of trip relating class experience and new feelings towards others derived from your field trip experience.	
Listen to music and sing songs	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DIORAMAS

II. ACTIVITY FORMAT:

A. Tools and Materials

shoe boxes
clay
construction paper
tempera paints
paste
paste sticks

pipe cleaners
realia: stones
shells
twigs
etc.
magazines

B. Procedures for this activity (with helpful hints)

1. Discuss and read about various animal habitats.
2. Have children sign up for various habitats where an animal might be found (desert, jungle, zoo, pet shop, farm, water, etc.)
3. Paint insides of boxes with appropriate scenes.
4. Construct clay and pipe cleaner animals, workers.
   NOTE: This involved at least 3 sessions.
5. You can substitute magazine cutouts for those who are stumped and feel inferior when drawing.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Dioramas were labeled (Example: John's Zoo) and displayed.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING PET BOOKS

II. ACTIVITY FORMAT:

A. Tools and Materials

pencils
crayons
drawing paper
printing paper

B. Procedures for this activity (with helpful hints)

1. Make cover.
2. Make pictures concerning care of pets (magazine pictures can be substituted).
3. Add sentences about the picture.
4. Put together for own books.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING A BARN AND FENCE

II. ACTIVITY FORMAT:

A. Tools and Materials

hammers
coping saws
pencils
yardstick

wood - thin plywood
nails
oil cloth
carpet tacks

B. Procedures for this activity (with helpful hints)

1. Plan size of barn to be made
2. Build side frame and roof frame
3. Assemble sides and roof
4. Cover frames with red oil cloth or paper for sides
5. Cover roof frame with black oil cloth or black paper

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Cross Grade Research on Animals

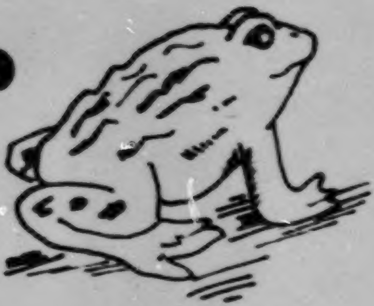
Name of Animal ______________________________

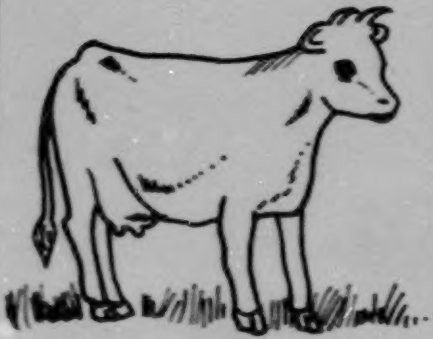
Here is what he eats.	Here are some of his enemies.
Here is what the babies look like.	This is what else I learned about my animal.

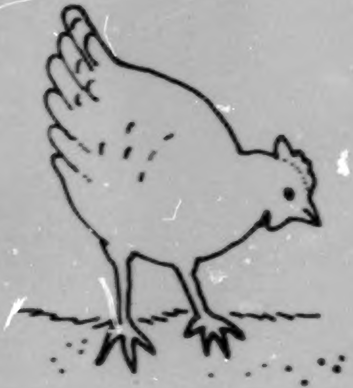
Here is what the animal looks like.

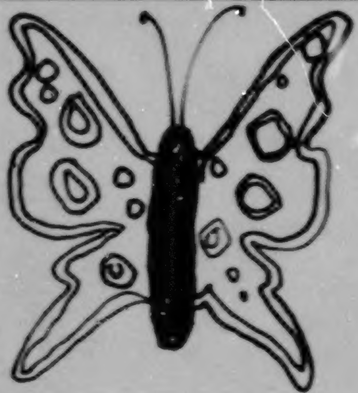
Here is a picture of where he lives.

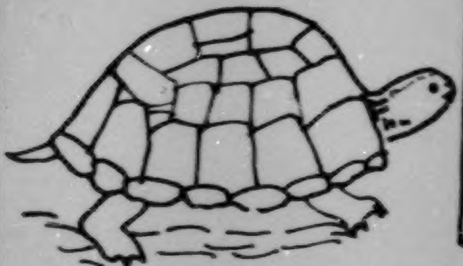
Your Name ________________________________

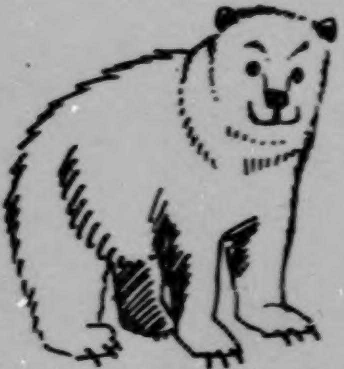


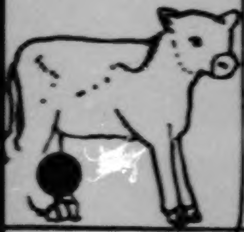


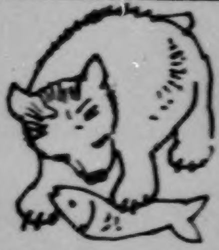


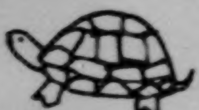


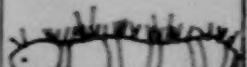


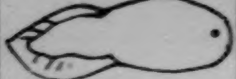


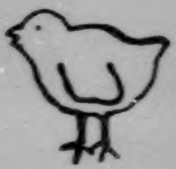






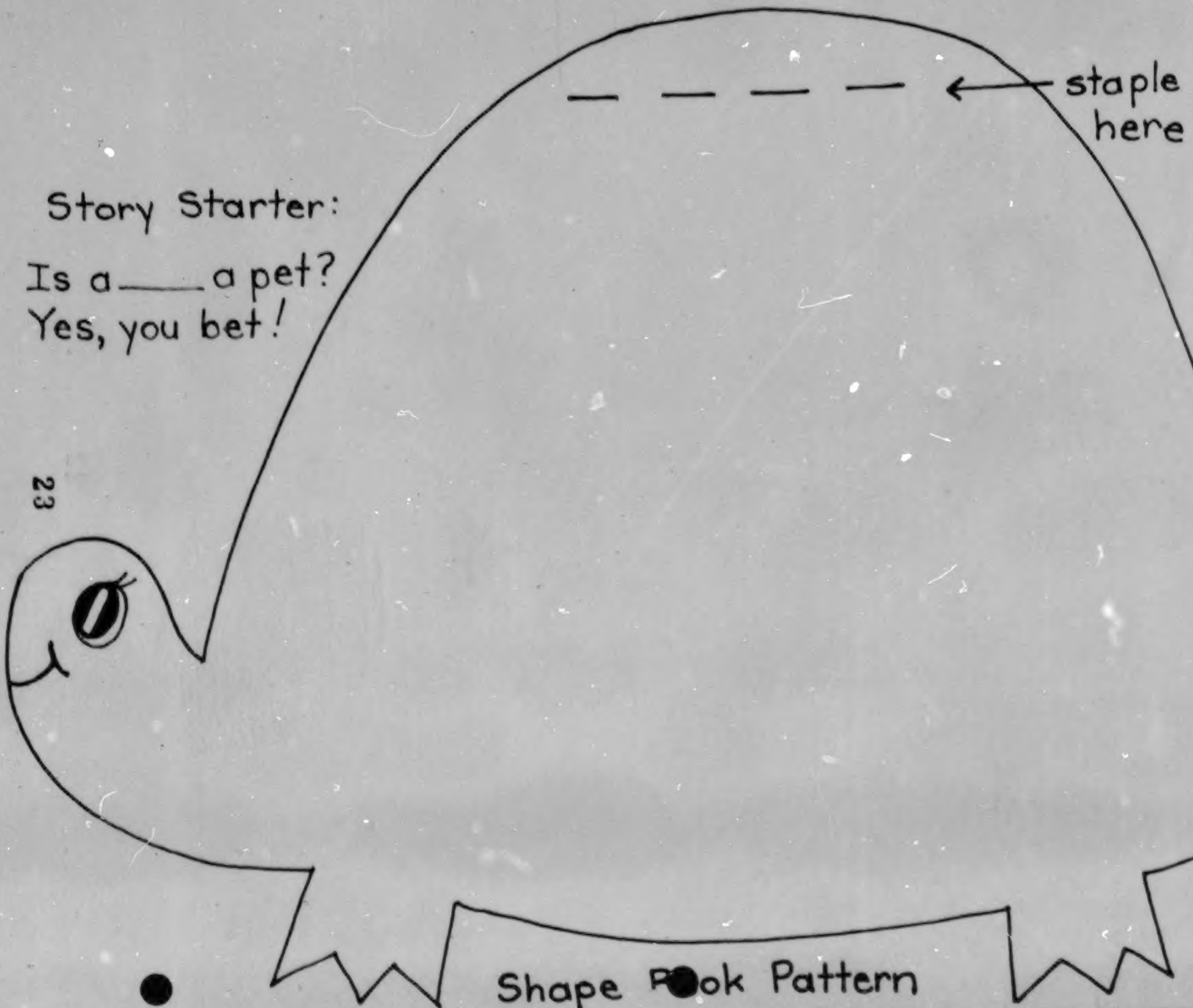






Story Starter:

Is a____ a pet?
Yes, you bet!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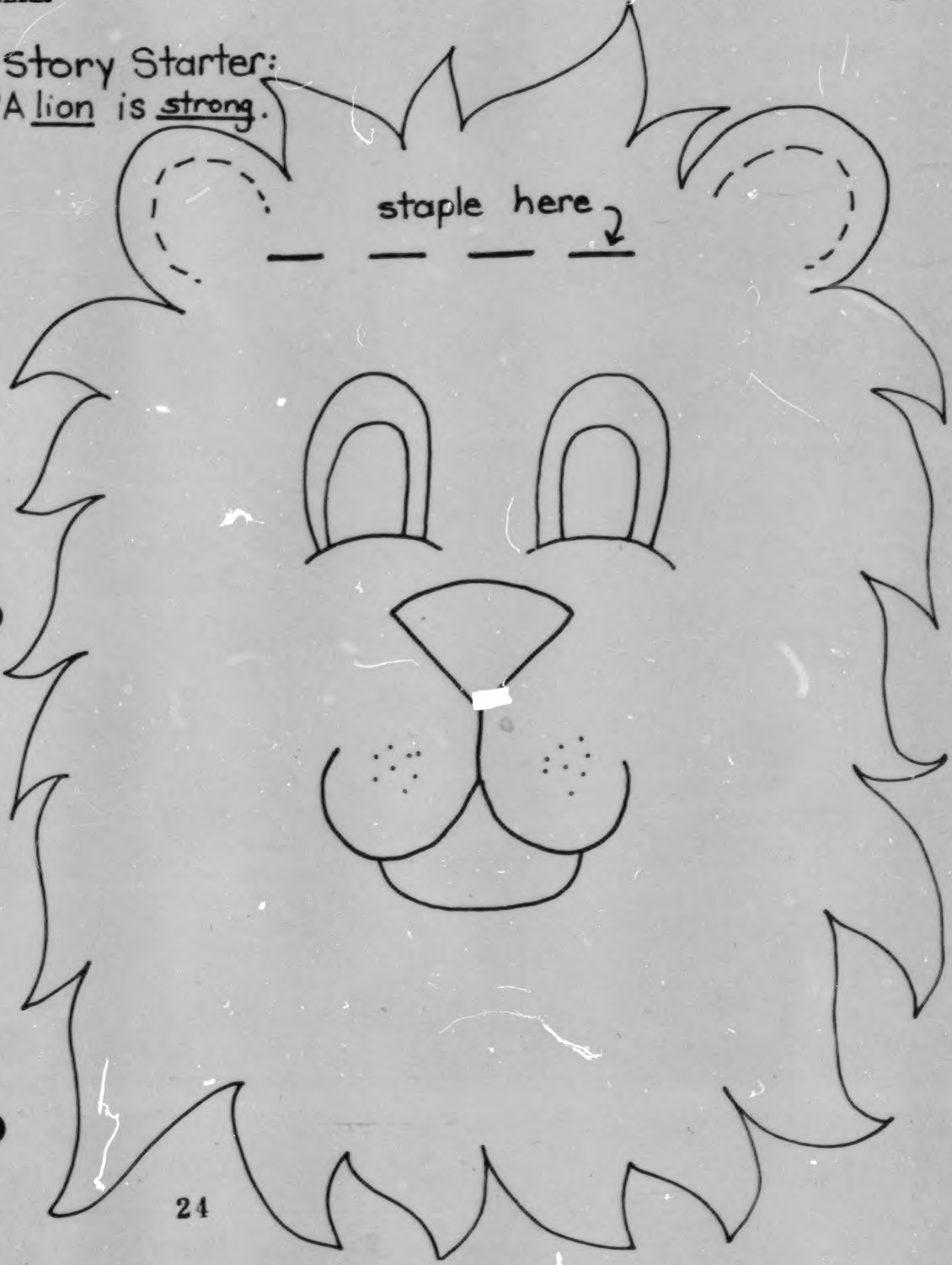
Shape Book Pattern

Story Starter:

A lion is strong.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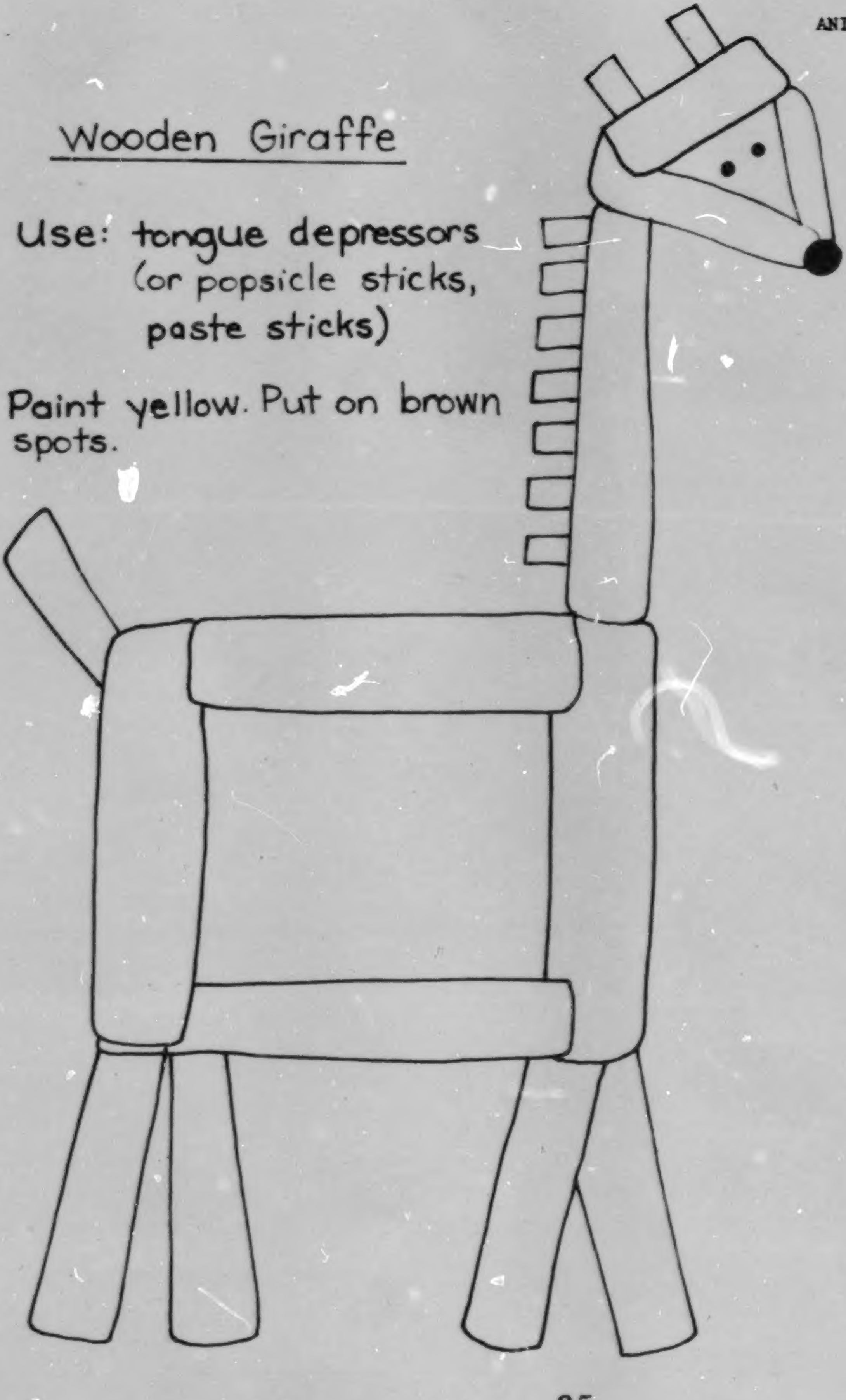
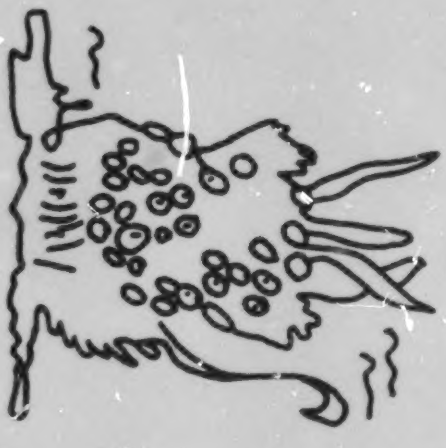
Wooden Giraffe

Use: tongue depressors
(or popsicle sticks,
paste sticks)

Paint yellow. Put on brown spots.



Color, cut apart and make a booklet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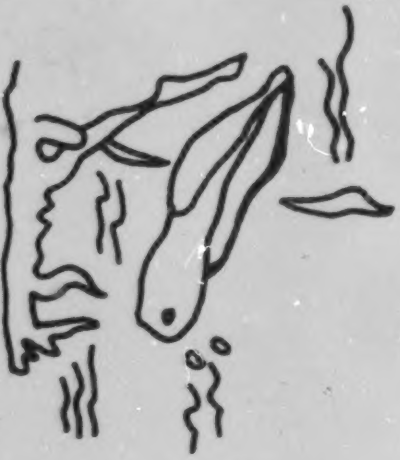
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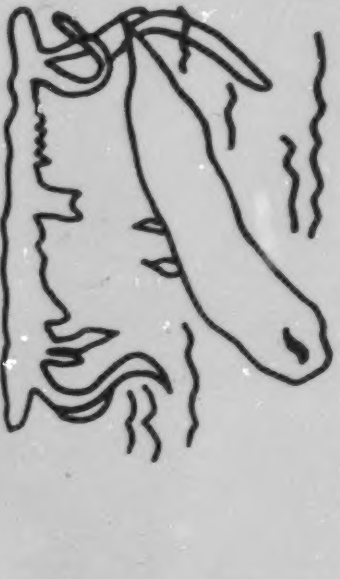
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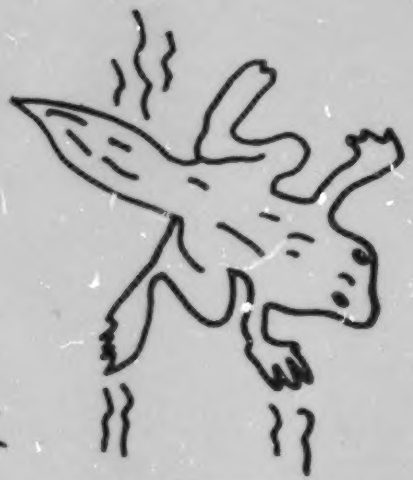
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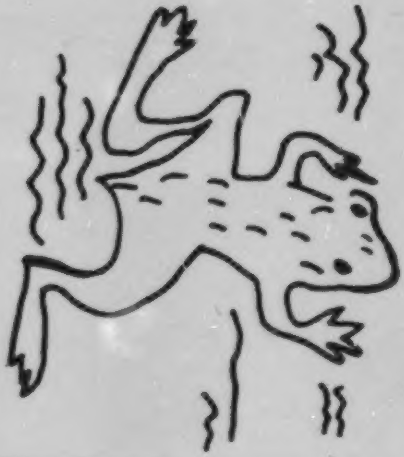
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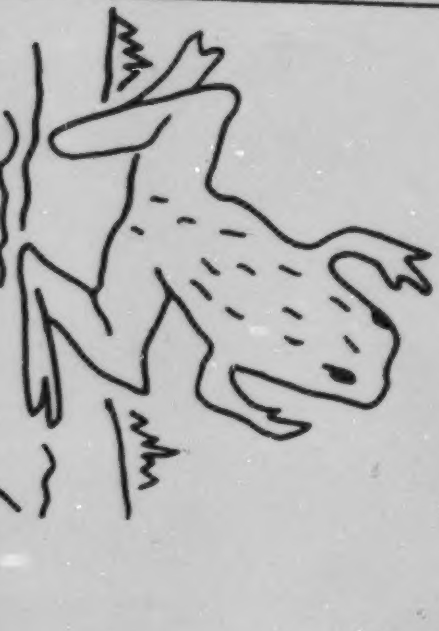
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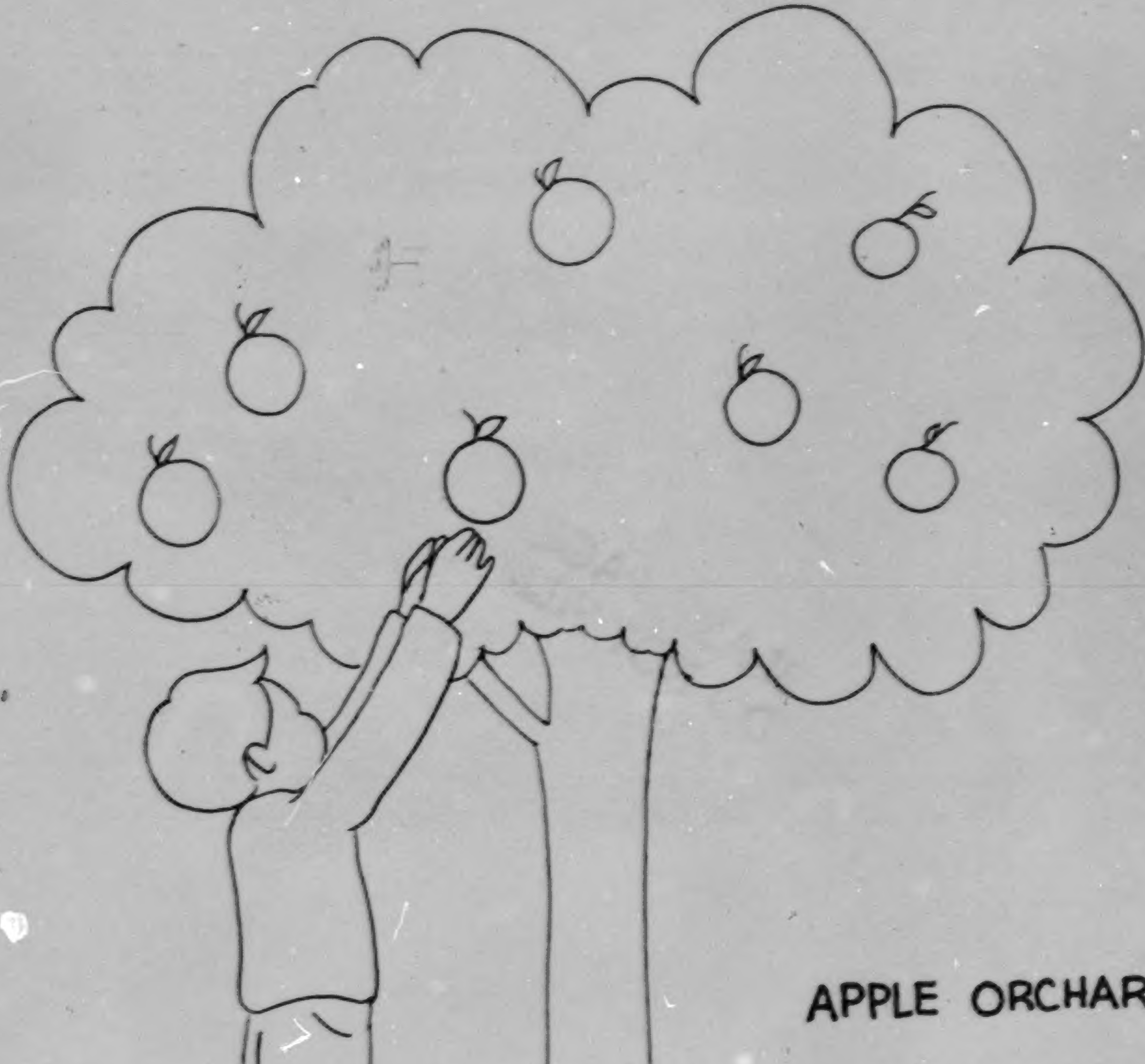

APPLE ORCHARD

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: APPLE ORCHARD

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit could be used in one of two major ways:

A) To create an understanding of what it takes to grow apples, what happens to them when they are picked, how some are sold for fruit and others are processed into other products.

B) To create an understanding of fall and harvest time, which will lead to a Thanksgiving unit.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
Rain Makes Applesauce
Johnny Appleseed
Finger Play Book
Two Little Apples

Records: Walt Disney

Films: Johnny Appleseed

2. Field Trips:

Zimmerman Apple Orchard

3. Human Resources:

Speaker from Pop's Fruit Market
Parents to help with cooking
Drivers

4. Activities:

Blender Applesauce
Caramel Apples
Applesauce
Apple Butter

Poets and Peasants

Activities without Directions:

Baked Apples

UNIT TITLE: **APPLE ORCHARD**

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills	
Creative writing	Dictate a story about their visit to the Apple Orchard of how apples grow
Story telling	Tell a story using complete sentences
Sequence illustrating oral and written stories	Recall in sequence how apples are grown in an orchard
Role playing	
Experience stories	Read his experience story to class or small group
Rhythmic activity	Recite and act out poem (see attached sheet)
Science	
Care of plants	Plant apple seeds (need to be refrigerated for 60 to 90 days before planting)
Simple tools	Identify simple tools used for apple production
Types of apples	Identify 4 kinds of apples
(Plants) Seed to fruit - growth	Identify parts of an apple tree (flower, leaf, trunk, etc.)
Seasonal changes	Fold paper in fourths and draw an apple tree in winter, spring, summer, fall

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Field trip Act out various occupations involved with an apple orchard Illustrate stories about trip Personal interpretation of poem: The Apple, stressing mood and feelings	Verellean Apple Orchard Yates Cider Mill Zimmerman Apple Orchard Farmers Market Franklin Cider Mill (*suggestion: go in small groups) Rapp Orchard, Romeo, Michigan Benedictine Apple Orchard
Have at least four kinds of apples on display with names on tag board. Children can match apples and names.	Apples can be purchased on trip to Farmers Market

UNIT TITLE: **APPLE ORCHARD** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Measurement	Measure sugar and water properly. Differentiate between a quart, pint, peck and bushel
Fractions	Cut apples in halves and quarters
Cost of apples	Estimate the cost of a bushel of apples
Counting	Counting caramels
Career/Self-Awareness	
Occupations in apple industry	Participate in brainstorming a list of jobs created by the apple industry
Functions of work:	
Production	Identify those apple activities which produced products or provided services
Servicing	
Interdependence of other workers	Discuss the interdependence of people upon one another in a job situation
Music	
Music appreciation	Recognize songs taught about apples
Finger plays	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work in centers in small groups Make baked apples and apple sauce Make apple butter Make blender apple sauce Evaluate your experience together as a member of a group	Film: Johnny Appleseed Books: Johnny Appleseed Two Little Apples Finger Play Book Red is for Apples Just One Apple Where the Wild Apples Grow Ten Apples Up On Top
Make a class list of jobs created by apple industry Explain why people need to work together	
Johnny Appleseed	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

APPLESAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials
wooden spoon
knife
large pot
sugar
spice (your choice)

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Wash apples carefully, peel,core and cut in quarters. Put apples in pan and add enough water to cover half the apples. Cook until they are soft. Add 1 cup brown sugar to each 1-1/2 cups apples. Add desired spices (cinnamon or ginger).

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CARAMEL APPLES

II. ACTIVITY FORMAT:

A. Tools and Materials

caramels
milk
popsicle sticks
waxed paper
double boiler
crushed nuts (optional)

B. Human Aides and Resources

Teacher and one mother helper

C. Procedures for this activity (with helpful hints)

1. Melt caramels in double boiler
2. Stir occasionally
3. Be sure to have lid on; they will melt faster
4. After they have melted, add enough milk for desired consistency for dipping apples
5. Put sticks in center of apples
6. Remove double boiler from hot plate
7. Dip apples into caramel mixture and let drip
8. You can roll apples in crushed nuts--keeps the caramel from sticking to the paper--or, can decorate, making faces with cheerios, raisins, etc.
9. Let apples set before eating

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Communication skills - Poem

THE APPLE

by Eve

Up in the apple tree
   High off the ground
      (look up and point)

I see an apple
   So big and round
      (Shape circle with hands)

I climb up the tree
   And hold on tight
      (Pretend to climb)

I pick that apple
   And take a big bite!
      (Pick apple and bite)

M-m-m-m good!

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BLENDER APPLESAUCE (no cooking)

II. ACTIVITY FORMAT:

A. Tools and Materials

knife
blender
measuring cup
apples
sugar
cinnamon
cinnamon candy
liquid

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Cut 4 apples into 1/8 pieces
2. Put 1/4 cup liquid and 4-5 pieces of apple in blender and puree
3. Add 1/4 cup sugar
4. Add remaining apples, a few at a time
5. Add 1/4 cup cinnamon candy
6. Add 1/8 teaspoon cinnamon
7. Makes about 2 cups

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

POETS AND PEASANTS

II. ACTIVITY FORMAT:

A. Tools and Materials

knife
electric fry pan
8 apples
8 onions
nutmeg
cinnamon

B. Human Aides and Resources

One adult for each small group

C. Procedures for this activity (with helpful hints)

1. Peel and core apples
2. Slice the apples into thin slices
3. Set aside
4. Peel and slice onions
5. Place apples and onions into an electric fry pan
6. Add nutmeg and cinnamon to taste
7. Cook at 350 degrees until mixture becomes soft, approximately 10 minutes
8. Enjoy

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

knife	cinnamon
large pot	ginger
colander	apples
brown sugar	water

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Wash carefully selected apples, and cut them in quarters, leaving the skins on.
2. Put the apples in a pan and add enough water to cover half the apples. Cook the apples until they are soft and the skins fall off.
3. Drain the cooked apple s through a colander to separate the fruit from the skins and seeds. Measure the strained apples.
4. Add 1 cup of brown sugar to each 1-1/2 cups apples. (Pioneers usually used sorghum or honey to sweeten the apple butter.) Then cook the sugar and apples thick, and add some cinnamon and ginger for flavoring.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

CANDY

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: CANDY

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to learn about the many facets of candy making through the manufacturing and packaging of candy. First and second graders will work together on this unit. Children will be involved in making and packaging of candy.

TEACHING/LEARNING RESOURCES:

1. **Reference materials:**

   Books: Your Wonderful Teeth - Schloat
   Candy Man Language - Arts booklet

2. **Field Trips:**

3. **Human Resources:**

   Parents and college students to assist with candy making
   Candy maker
   Nestle candy representative

4. **Activities:**

   Make Marshmallow Sparkles
   Make Mint Wafers
   Make Snowballs
   Make Butter Mints

UNIT TITLE: CANDY

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills	
Sight vocabulary	Recognize new sight words
Creative Writing	Write a brief story about the candy making process or packaging
	Develop a candy advertisement
Social Studies	
Origin of candies	Tell where three candies studied originated
Candy likes and dislikes	State preferences for available candies
	State dislikes for available candies

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work with candy making vocabulary Use candy making booklet stressing phonics and spelling Write creative stories about Charley and the Chocolate Factory (book by Raoul Dahl) Writing brief stories about candy making and packaging Plan a candy advertisement	Book: Dahl, Raoul: Charley and the Chocolate Factory
General discussion of candies and their origins Discussion of candies in general and why they appeal to one person and not to another Make a booklet showing candies in these categories: chocolates - mints - hard - jellies	

UNIT TITLE: CANDY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Liquid measurement	Measure accurately liquids and solids **needed in their candy recipe**
Measurement of solids	Recognize and read fractions in a recipe
Science	
Tooth care	Describe dangers involved in exposing teeth to excess of sugars
	Tell the necessity for brushing teeth after eating sweets
Change of matter Heat affects matter	Discover the change in matter from liquid to solid to gas

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work with liquid and solid measuring devices Read and follow candy recipes Make a variety of candies	
Compare a healthy tooth with one that has decayed Make a drawing showing how excess sugars destroy healthy teeth Read book - Your Wonderful Teeth by Schloat Use a candy recipe that requires heat to show how matter changes from liquid to solid to gas	

UNIT TITLE: CANDY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art Forming Combining Separating Planning a poster Attractive packaging	Develop a candy advertisement Make a simple poster
Career/Self-Awareness Production of products in a candy industry	Discuss critically the jobs and processes involved with candy making and distribution

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Plan and develop an advertisement for an imaginary candy Make a class mural using any desired art medium to fantasize an imaginary candyland Make a simple poster	
Candy maker discussing his experiences as a candy man Visiting a candy making industry Class discussion of the jobs and processes involved with candy making and distribution Actual candy making	Nestle's candy representative Mother helpers

RECIPES FOR THE ELEMENTARY SCHOOL CLASSROOM

INDEX

CANDIES

Butter Mints
Butterscotch Clusters

Caramels
Caramel Chews
Caramel Corn
Caramel Turtles
Caramel Fudge Balls
Chocolate Haystacks
Chocolate Nut Pillows
Chocolate Clusters
Coconut Orange Balls
Cornstacks
Crafty Foods

Date Balls

Caramel Fudge Balls
Fudge Nougat
Skillet Fudge
Easy Fudge
Peanut Butter Fudge

Haystacks

Lemon Clusters
Lollipop Clowns
Instant Lollipops

Marshmallows
Marshmallow Sparkles
Mashed Potato Candy
Mint Wafers

Orange Coconut Balls

Cereal Peanut Bars
No-Bake Peanut Oatmeal Drops
Peanut Cereal Candy
Peanut Brittle
Electric Skillet Peanut Brittle
Puddin' Candy Clusters

Snowballs
Strawberry Divinity

Toffee - English

Vanilla Wafer Turtles

COOKIES

Chocolate No-Bake
Toasted Coconut-Date
Caramel Unbaked
Orange No Bake
Peanut Butter No-Bake
Raisin Griddle
Shoestring Potato
Strawberry Bakeless

Frypan Cookies

Mother Goose Cookies

Green Holly Cookies

Ginger Bread Men

SPECIALS

Sugar Plums

Cereal Christmas Trees

No-Bake Chocolate Rolls

Turkey Triangles

Doughnuts

Orange Cranberry Mold

CRAFTY FOODS

RICE MOSAICS

Color uncooked rice with food coloring. Let dry. Using Elmer's Glue, outline picture or design in colored yarn, and fill in with colored rice.

CEREAL MOSAICS

Follow directions for rice mosaics, substituting dry cereals for rice, we found the variety packs of cereal fun to use.

FINGER PAINTING

Use instant pudding, follow package directions to make it. It's fun even to clean up. Let dry overnight.

Use condensed milk tinted with food coloring too.

PAINTING

How about using mustard, catsup, grape juice, beet juice, worchestershire sauce, etc., etc.

How about printing with fruits and vegetables!

Food coloring dyed water makes a good paint too!

How about tasting parties for likeness and differences in color, texture, size and feel and taste.

A jam and jelly party
A cheese party
A sweet and sour party
An uncooked and cooked party (foods before and after they are cooked)

How about making lollipops to introduce or reinforce the sound and symbol "L". How about making marshmallow turtles, caramel turtles, or chocolate turtles to introduce or reinforce the sound and symbol "m".

Have fun, be creative with foods and cooking.

CARAMEL CORN

Stir 28 caramels and 2 tbsp. hot water over hot water until smooth. Pour over 5 cups popped corn, Kix or Cheerios. Mix gently until blended. Drop by spoonfuls onto waxed paper.

SKILLET FUDGE

2 squares unsweetened chocolate, chopped
1-1/2 c. sugar
2 tbsp. margarine
2 tbsp. butter
7 tbsp. milk
2 tbsp. white corn syrup
1 tsp. vanilla

Combine all ingredients in heavy 12-inch skillet. Bring to a hard boil and boil 1 minute. Cool for 5 minutes. Beat until it loses most of its gloss. Pour into greased 8 x 8 inch pan. Cut into squares.

MINT WAFERS

1 egg white
2-1/2 c. confectioners' sugar
2 tsp. butter
1/2 tsp. peppermint flavoring

Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink and green. Knead with hands. Shape into 1 inch balls; place on waxed paper and flatten with tines of a fork.

CEREAL - PEANUT BARS

1/2 c. light corn syrup
1/4 c. brown sugar
Dash salt
1 c. peanut butter
1 tsp. vanilla
2 c. rice crisp cereal
1 c. corn flakes slightly crushed
1 6 oz. pkg. semisweet chocolate pieces

Combine syrup, sugar, and salt in saucepan; bring to a full boil. Stir in vanilla, cereals, and chocolate pieces. Press into a buttered 9 x 9 x 2 inch pan. Cool 1 hour. Cut in small bars.

FRYPAN COOKIES

1 c. sugar
2 eggs, well beaten
Dash salt
1-1/2 c. chopped dates
1 tsp. vanilla
3/4 c. chopped walnuts
2 c. Rice Krispies
Coconut

Mix first 4 ingredients; place in greased electric frypan set on low heat. Cook until thickened, stirring constantly, about 10 minutes. Cool slightly; add next 3 ingredients. Make into balls; roll in coconut.

SNOWBALLS

1 6 oz. pkg. semisweet chocolate pieces
1/3 c. evaporated milk
1 c. confectioners' sugar
1/2 c. chopped walnuts
1 3-1/2 oz. can flaked coconut

Combine chocolate and milk in double boiler; heat over hot water till chocolate melts, stirring to blend. Remove from heat; stir in confectioners' sugar and nuts. Cool slightly, then form in 1 inch balls; roll in coconut. Makes 24.

MOTHER GOOSE COOKIES

2 cups of the first thing that little girls are made of (Sugar)

1/2 teaspoon of the second thing that little girls are made of (Spice, Ginger or Cinnamon)

1 teaspoon of soda

1 teaspoon of salt

2 Humpty Dumpties (Eggs)

1 cup of what Miss Muffet was eating (Milk)

1 cup of the third thing that little girls are made of (Nuts, raisins or chocolate chips)

1 cup of the thing that little Red Hen went to the mill to fetch (Flour)

1 cup of the thing that Jack Spratt could not eat (Fat)

Bake at 350 degrees

Yield: This makes enough for 60 children - or about two cookies each

DATE BALLS

3 c. Rice Krispies
1/2 c. chopped nuts
1 T. butter
3/4 c. sugar
2 eggs - unbeaten
1-1/2 c. chopped dates

Mix Rice Krispies and nuts together. Melt butter, add sugar, dates and eggs. Heat and cook stirring constantly for 8 to 10 min., mashing dates as they cook. Pour hot mixture over Krispies. Shape into balls and roll in flaked coconut.

NO-BAKE PEANUT BUTTER COOKIES

1/2 c. Karo syrup
1/2 c. sugar
1 c. peanut butter
2 c. Special K cereal or other dry similar cereals

Bring syrup and sugar to boil. Remove from heat and stir in peanut butter. Add cereal and drop by spoonfuls onto waxed paper.

ORANGE NO-BAKE COOKIES

3/4 box powdered sugar
1 1-lb. pkg. vanilla wafers, crumbled
1 stick oleo or butter, melted
1 c. chopped nuts
1 6 oz. can frozen orange juice
1 can coconut

Mix all ingredients except coconut in a large bowl with hands. Shape cookies and roll in coconut. Yield: 3 doz.

SHOESTRING POTATO COOKIES

2 6 oz. pkgs. butterscotch chips
3 T. peanut butter
1 4 oz. can shoestring potatoes
1 c. chopped nuts

Shoestring (con't)

Melt butterscotch chips and peanut butter. Pour over potatoes and nuts. Mix gently. Drop onto waxed paper cookie sheet by teaspoonfuls. Place in freezer to set. Remove from freezer as soon as firm.

CHOCOLATE HAYSTACKS

1 cup granulated sugar
1/3 c. cocoa (regular type-dry)
1/2 c. milk
3-1/2 c. quick-cooking rolled oats
1 c. flaked coconut
1/2 c. chopped walnuts
1/2 t. vanilla
dash salt

In saucepan bring first 4 ingredients to a full boil. Remove from heat and stir in remaining ingredients. Drop quickly from teaspoon onto waxed paper. Cool. Yield: 4 doz.

TOASTED COCONUT-DATE COOKIES

1/2 c. butter
1 8 oz. pkg. dates - chopped
1 c. sugar
2 eggs - slightly beaten
1/2 c. chopped maraschino cherries
1 c. chopped nuts
3 c. Rice Krispies
1/2 t. salt
1 t. vanilla
1 pkg. toasted coconut

Melt butter in heavy pan and add dates, sugar and eggs. Mix. Cook until thick, stirring till cool. Add cherries, nuts, Rice Krispies, salt and vanilla; shape in small balls. Roll in coconut. Store in cool place. Yield: 36 cookies.

CORNSTACKS

1 pkg. vanilla & chocolate caramels
1/4 c. Crisco
3/4 c. chopped peanuts
6 c. corn flakes
2 or 3 doz. pieces of candy corn

In large pan combine caramels and Crisco. Stir over low heat until candy melts and mixture is blended. Remove from heat. Stir in peanuts. Add cereal and mix thoroughly. Shape into clusters while warm. Place on waxed paper. Insert a candy corn in center of each. Cool.

MARSHMALLOW SPARKLES

Red food coloring
Strawberry or Raspberry jello (1/2 pkg.)
Marshmallows - large

Add food coloring a few drops at a time, to jello, mixing well to obtain desired color. Dip a few marshmallows by hand into water. Drain excess moisture by shaking into paper toweling. Roll marshmallow in colored jellp and allow to dry thoroughly.

HAYSTACKS

2 pkg. butterscotch morsels
1 3 oz. can chow mein noodles
1 c. chopped peanuts

Melt butterscotch morsels in top of double boiler over low heat. Mix with noodles and peanuts. Drop onto waxed paper. Let stand until firm.

Abbreviations: pkg. equals package
oz. equals ounces
c. equals cup
tbsp. equals tablespoon
lb. equals pound

ORANGE COCONUT BALLS

1 6 oz. can frozen orange juice, thawed
1/4 lb. butter or margarine
1 12 oz. box vanilla wafers (crushed fine)
1 box confectioners sugar
Shredded orflaked coconut

Blend all ingredients together thoroughly; roll into 1/2 inch balls. Roll balls in coconut.

LOLLIPOP CLOWNS

3 c. granulated sugar
3/4 c. light corn syrup
3 tbsp. vinegar
1/3 c. boiling water
1/4 c. butter or margarine
dash salt
Wooden skews
Fruit-flavored hard candy circles

Combine sugar, corn syrup, vinegar, and water; stir until sugar dissolves Cook to hard crack stage (300 degrees.) Remove from heat; add butter and salt. Cool until mixture thickens slightly. Quickly drop from tablespoon over skewers placed 5 inches apart on greased cookie sheet. Make faces with candy circles.

LEMON CLUSTERS

Make Puddin' Candy except use lemon pudding - omit vanilla and 1 c. flaked coconut in place of peanuts.

CHOCOLATE NUT PILLOWS

1 6 oz. pkg. semisweet chocolate pieces
1 tbsp. shortening
1/2 c. peanut butter
2 tbsp. confectioners sugar
3 c. spoon-size shredded wheat biscuits
1/2 c. finely chopped peanuts

Melt chocolate pieces and shortening over boiling water. Stir in peanut butter and sugar. Coat biscuits in chocolate; shake off excess. Roll in nuts. Cool on rack, makes about 3 cups.

MARSHMALLOWS

2 envelopes Knox gelatin
1 c. granulated sugar
1 c. light corn syrup
1 egg white

Soften gelatin in 1/2 c. cold water. In saucepan, combine sugar, syrup and 1/3 c. water. Cook to soft ball stage (240 degrees) stirring only until sugar dissolves. Remove from heat. Stir in gelatin to dissolve. Let cook 10 minutes. Beat egg white to stiff peaks. Slowly add the syrup beating on high speed of mixer till candy stands in soft peaks. Cover bottom of pan with brown paper. Sprinkle on the paper about 3 T. of cornstarch mixed with 3 T. powdered sugar. Pour candy onto cornstarch-sugar mixture. Let stand overnight. Sprinkle top with mixture of cornstarch mixed with powdered sugar (3 T.). Cut with moistened knife. Roll edges in cornstarch-sugar mixture.

CARAMELS

1 c. butter or margarine
1 lb. brown sugar
dash salt
1 c. light corn syrup
1 can Eagle Brand milk (15 oz.)
1 t. vanilla

Melt butter in large saucepan. Add sugar and salt and stir well. Add corn syrup and mix well. Gradually add the milk, stirring constantly. Cook and stir over medium heat to firm ball stage (245 degrees)- takes about 15 min. Remove from heat, stir in vanilla and pour into buttered pan. Cool. Cut into squares.

EASY FUDGE

4 c. granulated sugar
1 can evaporated milk (14-1/2 oz.)
1 c. oleo or butter
1 pkg. chocolate chips (12 oz.)
1 pt. marshmallow creme
1 t. vanilla
1 c. broken walnuts

In a heavy pan, combine sugar, milk and butter. Cook over medium heat to soft ball stage, stirring often. Remove from heat. Add chocolate chips, marshmallow creme, vanilla and walnuts. Beat until chocolate is melted and blended. Pour into buttered pan - cool - cut into squares.

PEANUT BUTTER FUDGE

2 c. granulated sugar
2/3 c. milk
1 c. marshmallow creme
1 c. chunky peanut butter
1 pkg. chocolate chips (6 oz.)
1 t. vanilla

In a heavy pan, combine the sugar and milk. Stir until the sugar melts. Cook to soft ball stage. Remove from heat. Stir in the marshmallow creme, peanut butter, chocolate chips and vanilla. Blend well. Pour into buttered pan. Cool. Cut into squares.

ENGLISH TOFFEE

3 t. water
1 c. sugar
2 sticks oleo
1 t. vanilla
5 regular size chocolate bars

Cook sugar, water and oleo until light medium brown (stir while cooking). It will sort of follow your spoon around the pan. Remove from heat and add vanilla. Spread on a buttered cookiesheet. Place chocolate bars on it and spread when softened. After it is cooled you can break apart with your hands.

CHOCOLATE NO-BAKE COOKIES

2 c. sugar
1/4 c. cocoa
1/2 c. milk
2 c. minute oats
1 t. vanilla
1/2 t. salt
1/2 stick oleo or butter
1/2 c. peanut butter
1/2 c. coconut or 1/2 c. broken nutmeats

Mix sugar, salt and cocoa in saucepan. Add milk and butter and bring to boil. Boil for 1 min. and 30 sec. Add remaining ingredients and mix well. Drop by spoonfuls onto waxed paper and chill. Yield: 2-1/2 doz.

STRAWBERRY DIVINITY

2 egg whites
1 pkg. strawberry jello
3 c. sugar
3/4 c. light corn syrup
3/4 c. water
1/2 c. grated coconut
1 c. chopped nuts

Beat egg whites until fluffy; add jello. Beat until mixture holds a definite peak. In saucepan, mix sugar, syrup and water. Cook to boiling, stirring constantly. Reduce heat and continue cooking, stirring occasionally until mixture reaches 250 degrees on candy thermometer. Pour into egg whites in a very thin stream, beating constantly. Continue to beat until candy holds shape and loses its gloss. Stir in coconut and nuts. Quickly drop from teaspoon onto greased cookiesheet. Any flavor jello may be used. Yield: 5 doz.

PEANUT CEREAL CANDY

3 c. crisp rice cereal
1 c. salted peanuts
1/2 c. granulated sugar
1/2 c. light corn syrup
1/2 c. peanut butter
1/2 t. vanilla

Peanut Cereal Candy (con't)

Mix cereal and peanuts; set aside. Combine sugar and syrup. Cook, stirring constantly, till mixture comes to a full boil. Remove from heat. Stir in peanut butter and vanilla. Immediately pour syrup over cereal mixture, stirring gently to coat. Pat cereal evenly into buttered 8 x 8 x 2 inch pan. Cool; cut in 1 by 2 inch bars. Makes 32 bars.

MASHED POTATO CANDY

1/2 c. mashed potatoes
1 lb. confectioners sugar
1/2 c. peanut butter

Mix warm mashed potatoes with sifted sugar. Roll in oblong shape and spread with peanut butter. Roll up like a jelly roll and cut in slices.

SUGAR PLUMS

1/2 c. butter
5 c. confectioners sugar (unsifted)
1/4 c. whipping cream
1 t. vanilla

Cream butter thoroughly. Add sugar slowly and continue beating until mixture is light and crumbly. Add cream and vanilla. Beat until completely blended. Shape and decorate as desired.

Roll them in coconut, chopped nuts, colored sugars, etc. Color them with liquid food coloring. Shape them as balls, ovals, letters, numbers, squares, triangles, candy canes, etc.

Center them - with fruits, nuts, raisins, mints, chocolate chips, candies.

Flavor batter with 1 t. maple flavoring, 1 t. peppermint, 1 t. lemon extract or 1 t. rum flavoring instead of vanilla.

NO-BAKE CHOCOLATE ROLLS

1 egg
1-1/4 c. confectioners sugar
1/2 t. vanilla
4 squares semisweet chocolate
1 c. chopped walnuts
1/2 pkg. miniature marshmallows
Coconut, flaked

Beat egg, add confectioners sugar, butter and vanilla. Melt chocolate over hot water and add to mixture. Add nuts and marshmallows, stir. Make into 3 rolls on coconut sprinkled waxed paper, coating each roll. Refrigerate and slice when cold. Keep cold - do not freeze.

PEANUT BRITTLE

2 c. granulated sugar
1 c. light corn syrup
1/2 c. water
1 c. butter or margarine
2 c. peanuts
1 t. soda

Combine sugar, syrup and water in 3 qt. saucepan and stir till sugar dissolves. When syrup boils, blend in butter. Stir frequently after mixture reaches the syrup stage (230°). Add nuts when the temperature reaches soft-crack stage (280°) and stir constantly till temperature reaches the hard-crack stage (305°) Remove from heat. Quickly stir in soda, mix thoroughly. Pour onto two cookie sheets. As candy cools, stretch it out thin by lifting and pulling from edges, using two forks. Loosen from pans as soon as possible; turn candy over. Break into pieces.

PUDDIN' CANDY CLUSTERS

1 pkg. (3 oz.) vanilla mix
1 c. sugar
1/2 c. evaporated milk
1 T. butter or margarine
1 c. salted peanuts
1/4 t. vanilla

Blend dry pudding mix and sugar in 2 qt. saucepan. Stir in evaporated milk. Add butter. Cook and stir over medium heat and boil gently 3 min., stirring constantly. Remove from heat; stir in peanuts and vanilla. Beat immediately - it will become somewhat dull. Drop by the tablespoonfuls on waxed paper. Yield: 24 clusters.

CHOCOLATE CLUSTERS

Make Puddin' Candy except use 1 pkg. of chocolate pudding and chopped walnuts in place of vanilla pudding and peanuts.

BUTTERSCOTCH CLUSTERS

Make Puddin' Candy except use 1 pkg. of butterscotch pudding and whole pecans in place of vanilla pudding and peanuts.

CARAMEL TURTLES

144 small pecan halves (about 1 cup)
36 light caramels
1/2 c. semisweet chocolate pieces, melt.

Grease cookie sheet. On it arrange pecan pieces, flat side down, in groups of 4. Place one caramel on each cluster of pecans. Heat in slow over (325 degrees) till caramels soften, about 4 to 8 min. Remove from oven; with buttered spatula, flatten caramel over pecans. Cool slightly; remove from pan to waxed paper. Swirl melted chocolate on top.

VANILLA WAFER TURTLES

Use two cookies for each turtle. Frost underside and attach legs of elbow macaroni. A toothpick doubles for a tail and anchor for head of gumdrop. Frost between two cookies to hold toothpick.

Frosting: Mix one cup confectioners sugar and 1 t. milk until smooth.

CARAMEL CHEWS

Place 36 vanilla caramels and 3 T. light cream in top of a double boiler over simmering water; heat until caramels melt; stir occasionally. Toss together 1 c. corn flakes, 2 c. crisp rice cereal, 1 c. flaked coconut, 1/2 c. chopped walnuts, and 1/2 c. raisins. Pour caramel mixture over. Mix thoroughly. With buttered fingers, press rounded tablespoons of mixture lightly into balls. Place on waxed paper. Makes about 4 doz. cookies.

UNBAKED CARAMEL COOKIES

In a large saucepan, combine 2 cups granulated sugar, 3/4 cup butter, and 1 6 oz. can evaporated milk. Bring mixture to a running boil, stirring frequently. Remove from heat and add one 4 oz. pkg. instant butterscotch pudding mix and 3-1/2 cups quick cooking rolled oats; mix together thoroughly. Cool 15 minutes; drop dough from teaspoon onto waxed paper. Makes 5 doz. cookies.

CHOCOLATE HAYSTACKS

2 c. granulated sugar
1/3 c. cocoa
1/2 c. milk
1/2 c. butter
3-1/2 c. quick cooking rolled oats
1 c. flaked coconut
1/2 c. chopped walnuts
1/2 t. vanilla
dash salt

Chocolate Haystacks (con't)

In saucepan bring first 4 ingredients to a full boil. Remove from heat. Stir in remaining ingredients. Drop quickly from teaspoon on waxed paper; cool. Makes about 48 cookies.

FUDGE NOUGAT

2 c. sugar
1/2 c. butter
1 c. evaporated milk
3/4 c. flour
1 c. graham cracker crumbs
1 6 oz. pkg. chocolate morsels
1/3 t. vanilla
3/4 c. chopped nuts

In a saucepan combine sugar, butter and milk. Bring to a boil, stirring constantly. Boil for 10 minutes or until soft ball stage. Remove from heat; immediately add flour, graham cracker crumbs and chocolate morsels. Stir until chocolate is melted. Add vanilla and nuts. Spread into 8 x 13 inch pan. Sprinkle chopped nuts over top or cool and top with powdered sugar. Cut into squares.

INSTANT LOLLIPOPS

2 pkg. 3 oz. flavored jello
2 T. water
wooden coffee stirrers

Butter two cookiesheets, place six sticks evenly spaced on each sheet. In small heavy saucepan, combine jello and water. Heat over very low heat, stirring until mixture is melted. Simmer 5 minutes. Remove from heat and working quickly, drop mixture by tablespoons on top of each stick on cookie sheet. If double batch is made with different flavors of jello, remaining jello can be used to decorate other colored lollipops.

GREEN HOLLY COOKIES

30 large marshmallows
1/4 lb. margarine
1-1/2 t. green food coloring
4 c. cornflakes
red cinnamon candies

Melt marshmallows and margarine in top of double boiler. When dissolved, add green food coloring. Pour over cornflakes in a large bowl being careful to cover each flake thoroughly but not crushing the flakes. Drop by small clusters on waxed paper, making wreaths. Add red candies to look like holly trims.

CEREAL CHRISTMAS TREES

3 T. butter
32 large marshmallows
1/2 t. vanilla
1/2 t. green food coloring
4 c. Cheerios cereal
small gumdrops

In large saucepan heat butter and marshmallows over low heat stirring constantly until marshmallows are melted. Remove from heat; stir in vanilla and food color. Fold in cereal until evenly coated.

On waxed paper quickly shape warm mixture with buttered hands into Christmas tree shapes, using about 1/4 c. mixture for each cookie-size tree. For ornaments cut gumdrops into slices and press onto trees.

BAKELESS STRAWBERRY COOKIES

1 can Eagle Brand milk
2 boxes strawberry jello powder
1 lb. coconut

Mix all together and let set in refrigerator 2 hours. Shape into roll and wrap in waxed paper. Cut in small pieces and roll in one box raspberry jello powder. Make in round or strawberry shapes. Make green paper leaves.

CARAMEL FUDGE BALLS

1/2 c. oleo
1/4 t. vanilla and a little salt
4-1/2 c. confectioners sugar
1/2 c. caramel topping
nuts - chopped

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

ELECTRIC SKILLET PEANUT BRITTLE

3 c. sugar
1 c. salted peanuts
1/2 t. soda

Place sugar in electric skillet heated to 400 degrees. Stir until melted and light brown. Turn off heat; stir in peanuts until blended. Stir in soda; pour quickly into buttered cookie sheet. Cool. Break into pieces.

CARAMEL FUDGE BALLS

1/2 c. oleo
bit of salt
1/2 c. caramel topping
1/4 t. vanilla
4-1/2 c. confectioners sugar
nuts, crushed

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

DOUGHNUTS

Open a package of Puffin Buttermilk Biscuts and separate the biscuits. Let them rise a little. Heat cooking oil over medium heat. Push a hole into center of biscuits. Place in cooking oil. Dough should brown quickly and expand about twice its size. Turn. Remove from oil. Place in bag with granulated sugar, sugar and cinnamon or powdered sugar.

RAISIN GRIDDLE COOKIES

3-1/2 c. sifted flour
1 c. sugar
1-1/2 t. baking powder
1 t. salt
1/2 t. baking soda
1 t. nutmeg
1 c. shortening
1 egg
1/2 c. milk
1-1/4 c. raisins

Sift dry ingredients together into bowl. Cut in shortening until mixture is mealy.

Beat egg, add milk and blend. Add egg mixture and raisins to flour mixture. Stir until all the ingredients are moistened and dough holds together.

Roll on lightly floured board to 1/4" thickness. Cut with 2" cookie cutter.

Heat griddle until a few drops of water dance on it. (Do not overheat griddle.) Oil griddle lightly and place cookies on it. As the bottoms brown, the tops become puffy. Then turn and brown on other side. Serve warm.
Variation: To make Lemmon Griddle Cookies, omit raisins and add 1 t. grated lemon rind.

TURKEY TRIANGLES

Open an 8 oz. tube of refrigerated Crescent Dinner Rolls and separate them into 8 marked triangles. Place a folded piece of thinly sliced turkey on the wide end of each triangle. Add a dab of butter and roll each triangle up, starting at the wide end. Place on ungreased cookie sheet and bake 10-15 minutes at 375 degrees.

ORANGE CRANBERRY MOLD

Dissolve a 3 oz. pkg. of orange jello in 1 cup of hot water. Add 1/2 cup orange juice and 1 lb. can of whole cranberry sauce. Chill until firm. We make individual molds in 5 oz. paper juice cups.

NO BAKE PEANUT OATMEAL DROPS

Mix 1 cup of sugar, 1/4 cup of butter, 1/3 cup of evaporated milk in saucepan. Bring to rolling boil, boil 3 minutes, stirring frequently. Remove from heat. Stir in 1 cup of peanut butter, 1/2 t. vanilla, 1 cup rolled oats and 1/2 c. Spanish peanuts. Drop by tablespoons onto waxed paper. Let stand until set.

CAUTION: Beware of cooking candy

in damp or humid weather. Candy

becomes quite thick.

GINGERBREAD MEN *

Helen Barker, Inverness, Florida

My kindergarten's tastiest project is the gingerbread men they make and bake themselves. We start by reading the familiar Gingerbread Man, then draw and paint our own. After a few days of dramatization and records, we decide it's time to make a "real" gingerbread man. Each child models his own from clay. No two will look alike but all are perfect gingerbread men!

On baking day, I mix the dough at home but you can do it with your students. The recipe is simple. The dough is easy to work with so the children can take their time modeling their men. We use raisins and M & M's (which melt in your mouth and not in the oven) for eyes, noses and buttons. Place each gingerbread man on the dull side of aluminum foil and print the child's name on the foil since baking may render a cake unrecognizable.

Put the gingerbread men on cookie sheets and bake. If you do not have an oven available at school, perhaps a mother living near the school would bake them for you. The following recipe is enough for 25 gingerbread men.

3/4 cup shortening
3/4 cup sugar
3/4 cup light molasses
3/4 tablespoon vinegar
1 beaten egg
4-1/2 cups flour
3/4 teaspoon salt
3/4 teaspoon soda
3/4 teaspoon cinnamon
3/4 teaspoon ginger (optional)

Mix moist ingredients well. Add dry ingredients. With your hands shape into men. Bake at 375 degrees for 12 to 15 minutes.

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* Taken from: Teacher, December 1972, p. 90.

BUTTER MINTS

3 T. soft butter
1/4 c. whipping cream
1/4 t. salt
1 t. vanilla
2 t. peppermint flavoring
1 lb.powdered sugar

Blend all ingredients and knead till creamy or well mixed. Color with food coloring. Form into small balls (1/4 t.) and lay on waxed paper. Make all balls first, then press down with fork. DRY AT LEAST 2 DAYS. Cover with waxed paper to keep clean.

Spelling

Mr.
Candy
Man

NAME ______________________

DATE ______________________

I am very popular.
I am good to eat.
I give you quick energy.
I am made up mostly of sugar
and water.
I can be changed by adding
other ingredients.
I have over 20,000 brothers
and sisters, but there are
only ten main types of us.
The most popular type in my
family is chocolate.
Can you guess who I am???

CANDY!!!

Practice your new words.

1. popular
2. other
3. sugar
4. made
5. ten
6. eat
7. over
8. family
9. guess
10. candy

Draw a picture of your family making candy.

Unscramble these words

gusra __________

vore __________

nte __________

usesg __________

uappolr __________

tea __________

alyfmi __________

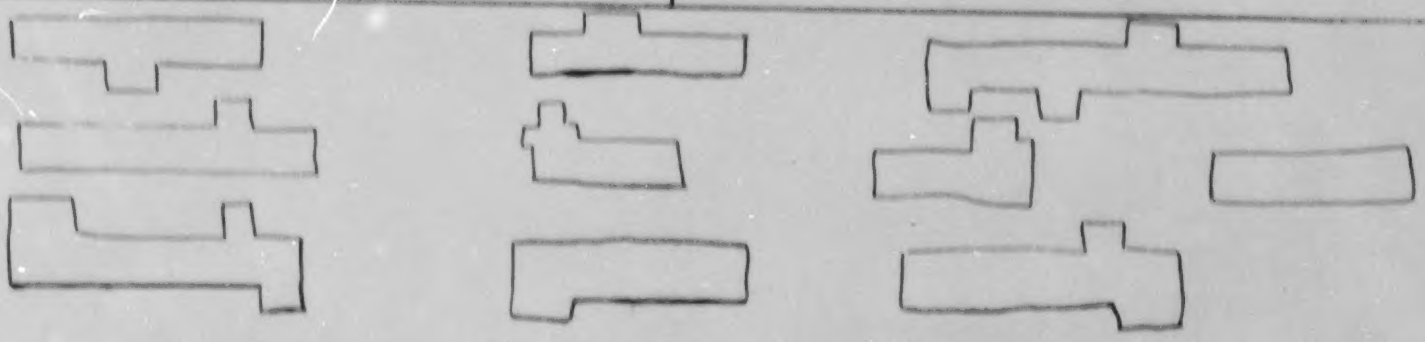
teohr __________

dcayn __________

deam __________

Put your words in ABC order

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________



Find these words:

boil
butterscotch
candy
chocolate
eat
energy
family
fudge
good
guess
heat
made
mints
other
over
popular
Sucker
sugar
ten
water

B	O	I	L	W	X	E	A	T	Z	S	O
B	U	M	Q	D	W	D	N	E	H	U	H
F	O	T	H	E	R	A	J	N	E	C	H
A	C	S	T	N	I	M	C	R	A	K	G
M	H	C	R	E	T	A	W	A	T	E	D
I	O	R	K	H	R	N	F	L	N	R	D
L	C	S	C	G	U	S	K	U	L	D	Q
Y	O	E	G	D	U	F	C	P	Q	Q	Y
L	L	Y	P	G	G	E	D	O	W	Z	Q
V	A	M	A	T	V	O	S	P	T	R	J
F	T	R	Y	S	O	Q	B	S	X	C	Z
T	E	Q	X	G	E	N	E	R	G	Y	H

CHRISTMAS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: CHRISTMAS

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to:

Create an awareness in children that job activities alter in direct relationship to seasonal requirement.

Give children a non-commercial view of how various countries celebrate winter holidays; to compare celebrations and relate their own to others.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Let's Visit The Bakery
How We Get Our Mail
Let's Visit The Post Office

1972 Sears Holiday Coloring Book
Jefferson International Holiday Fair

2. Field Trips:

Bakery
Post Office
Christmas Tree Lot
Room to Room Visit

3. Human Resources:

Exchange student
Baker

4. Activities:

Make Candy
Print Christmas cards and notes
Make Candles
Make Hot Plates
Felt puppets
Christmas toys
Styrofoam ornaments

Activities with no directions:

Make Cookies
Make Christmas book
Recipe holders

5. **Christmas Program**:

Play (short)
Children sing:
    Silent Night
    What Child Is This
    Away In A Manger
    Christmas
    Silver Bells
    Home For The Holidays
    Little Drummer Boy
    Let There Be Peace

UNIT TITLE: CHRISTMAS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Linear measurement	Count materials in groups of ten
Liquid measurement	Measure material to length with ruler
	Measure material to volume with cup
Social Studies	
Human relations	State differences and similarities in Jewish and Christian customs
	Tell what customs change in direct relationship to ethnic background
	List what jobs are created by seasonal activity
	Identify that orderly procedure is necessary in producing a product

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Measuring for necessary activities	
Field trip: Bakery, post office, Christmas tree lot Make own Christmas and Hannukah cards. Identify customs, clothing and foods according to country	Trip to Wonder Bakery Trip to Royal Oak Post Office Trip to Christmas tree lot Visitor of the Christian faith Visitor of the Jewish faith

UNIT TITLE: CHRISTMAS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills Creative writing Poetry Choral verse Verbal discussion, reading Vocabulary expansion	Relate and apply dramatics to what they read or hear Compose letters to gain information Write or dictate story in a shape book: Christmas is.......... Snow is................ Help contribut orally or in a written form to a Christmas Alphabet book
Science	
Physical property changes	Explain that when heat is applied to an object, it changes form (candle making; candy making)
Ecological growth of Christmas tree	Tell the development of Christmas trees
Seasonal change (weather conditions)	Recognize that weather conditions are different during the same season
	Explain transportation governed by geographical peculiarities

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Role playing Santa's workshop elves One student read recipes while others mix ingredients **Put the steps necessary in obtaining Christmas Tree in sequential order**	
Note chemical changes in some recipe ingredients (yeast) **Draw and paste:** **How We Get Our Christmas Trees**	

UNIT TITLE: CHRISTMAS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Career/Self-Awareness Job functions Service or product Increase of personnel and products during holiday seasons	Observe and follow etiquette of group discussion State how geographic location and seasonal celebrations affect employment
Art Cutting Pasting Customs Decorations	Cut material Trace design Paste Design a Christmas card and note paper Illustrate poem Illustrate growth of Christmas tree

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Role playing: Cooks helping Mrs. Santa Act out clerking Act out jobs involved in growth of Christmas tree	
Make bulletin board for Christmas and Hannukah	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS TREE HOT PLATES (used to put hot pans on)

II. ACTIVITY FORMAT:

A. Tools and Materials

felt
bottle caps (kind used with bottle opener)
calico material
glue
scissors

B. Human Aides and Resources

Teacher
Mothers

C. Procedures for this activity (with helpful hints)

1. Cut felt in shape of Christmas tree (6" x 8")
2. Cut round pieces of material - enough to cover bottle caps
3. Tuck ends of material inside bottle cap and glue
4. When dry, glue on tree as ornaments

Hints:
1. Felt trees were pre-cut by mother helpers
2. Circle pattern used when cutting out calico material
3. Make sure caps are covered with material
4. Make sure caps are securely glued on felt

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDY MAKING (use small groups)

II. ACTIVITY FORMAT:

A. Tools and Materials

sugar
clear Karo syrup
flavoring oil
food coloring
hot plates
sauce pans
opt. powdered sugar
hot pads
measuring cups and spoons
wooden spoons
tea kettle
candy thermometer
tin foil

B. Human Aides and Resources

mother helpers

C. Procedures for this activity (with helpful hints)

Recipe

2 cups sugar
1/2 cup water
1/2 cup Karo syrup
1/4 t. flavoring
1 t. food coloring

Stir until sugar is dissolved. Don't stir again until mixture reaches desired temperature of 350 degrees on candy thermometer. Remove from heat - rapidly stir in 1/4 t. desired flavoring and 1 t. coloring. Pour on sheet of foil and let harden. Break into small pieces and add sugar. Boiling water used for cleaning of pan.

Hints: Each child should be very familiar with procedure and each group had copy of recipe. Let adult break candy.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS TOY (Pill-in-the-box)

II. ACTIVITY FORMAT:

A. Tools and Materials

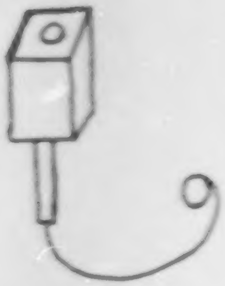
shand drills
saws
hammer
wood (pine) 2x2x3 or 4 (precut)
dowels
string
beads
tacks

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

1. Drill one large hole in one end
2. Drill one small hole in the other end
3. Saw dowel (4 in.)
4. Glue dowel in small hole
5. Decorate and varnish
6. Attach string with tacks and bead



III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

FELT PUPPETS

II. ACTIVITY FORMAT:

A. Tools and Materials

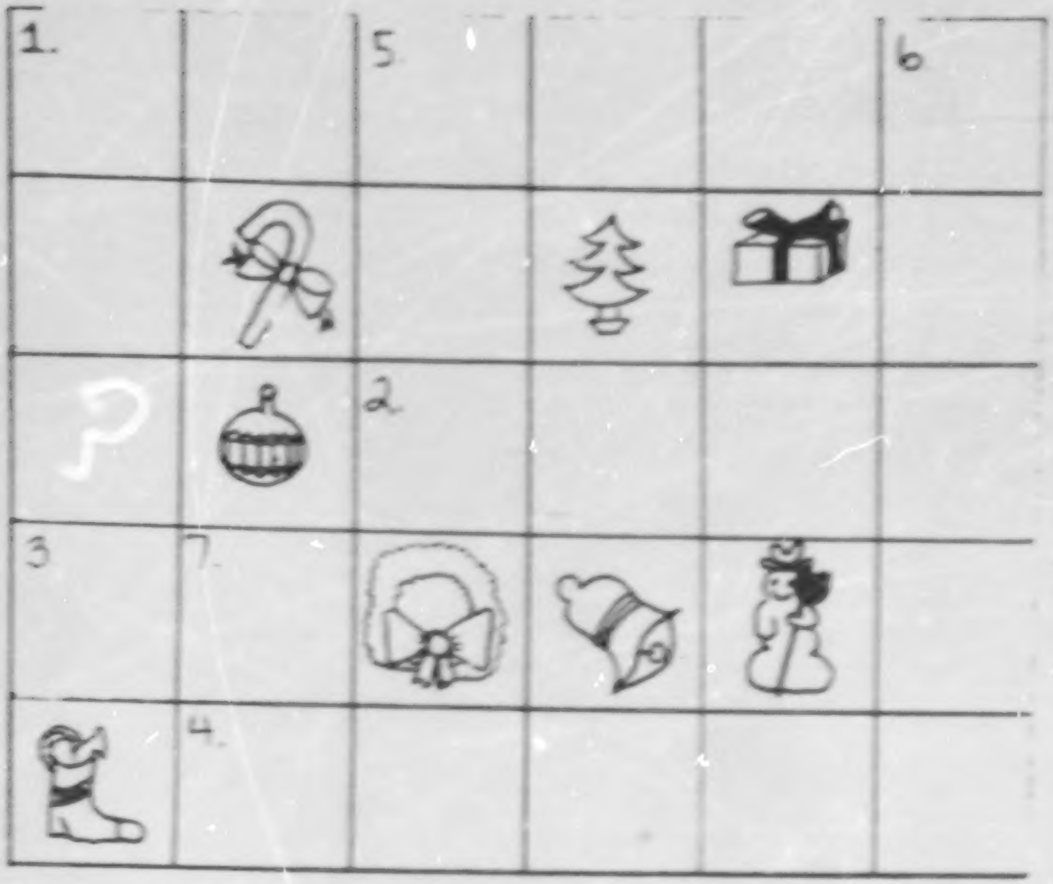
felt - precut to shapes
needle
yarn

B. Procedures for this activity (with helpful hints)

1. Sew two green tree-shaped pieces of felt together with red yarn leaving an opening for the hand
2. Glue on facial features and star, trunk and pot

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Name_______________



Across

1. A holly ______
2. ____ the stocking
3. Santa's laugh, ho. __
4. ______ New Year

Down

1. Make a ____
5. Santa's helper
6. Boughs of _____
7. __ goody!

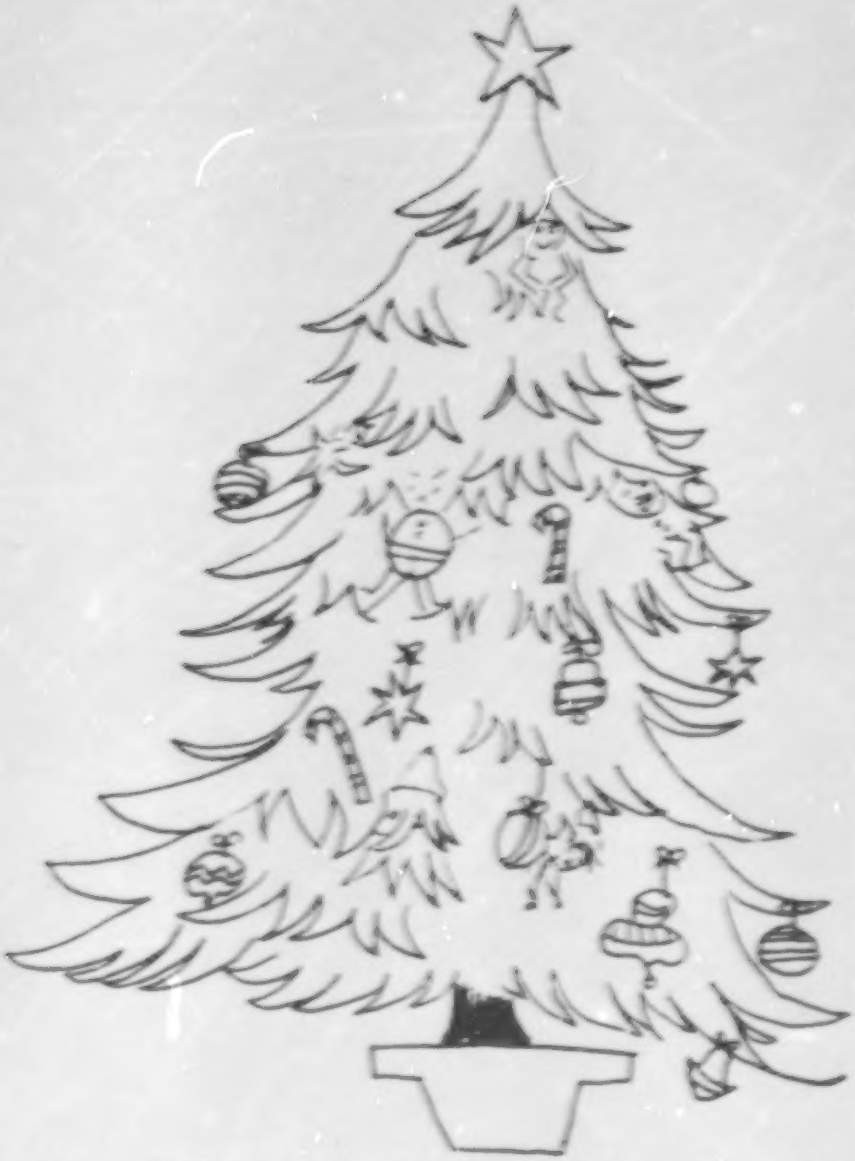
---

fill
wish
elf

holly
oh

ho
wreath
happy

Name ______________________



Six of Santa's elves are hidden on the tree. Can you find them? Color the elves red. Color the tree green. Color the decorations other colors.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS CARDS AND NOTES

II. ACTIVITY FORMAT:

A. Tools and Materials

wood
plastic wrap
T-square
envelopes
pencils
rulers
dremel saw
paper
tubes (bike or auto)
twine
glue
weights

B. Human Aides and Resources

Mother helper

C. Procedures for this activity (with helpful hints)

1. Teach how to measure with linear ruler and "Square" (more correctly "right") angle
2. Child measures 4" off a 1' board - place a dot - apply T-square to draw line for block - with supervision, cut off piece of wood
3. Child draws a design on manila paper, sized same as block
4. Child cuts design out of rubber and glues to block - cover with plastic wrap - place weight on top of design and leave overnight
5. Apply ink with brayer and stamp six notepapers
6. Supply or make envelopes for notepaper
7. Take home

SIMPLIFIED VERSION:

A. Tools and Materials

oaktag
sponges
tempra
patterns
paper
oil cloth

B. Human Aides and Resources

Mother

C. Procedures for this activity (with helpful hints)

1. Cut a design from oaktag
2. Place on folded paper (card)
3. Position
4. Dot sponge in tempera and dot on paper
5. Remove design
6. Potato can be substituted for sponge

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS STYROFOAM ORNAMENT

II. ACTIVITY FORMAT:

A. Tools and Materials

sheets of meat tray styrofoam
styrofoam cutter
glitter
tempera
yarn
scissors
sketching paper
pencil

B. Human Aides and Resources

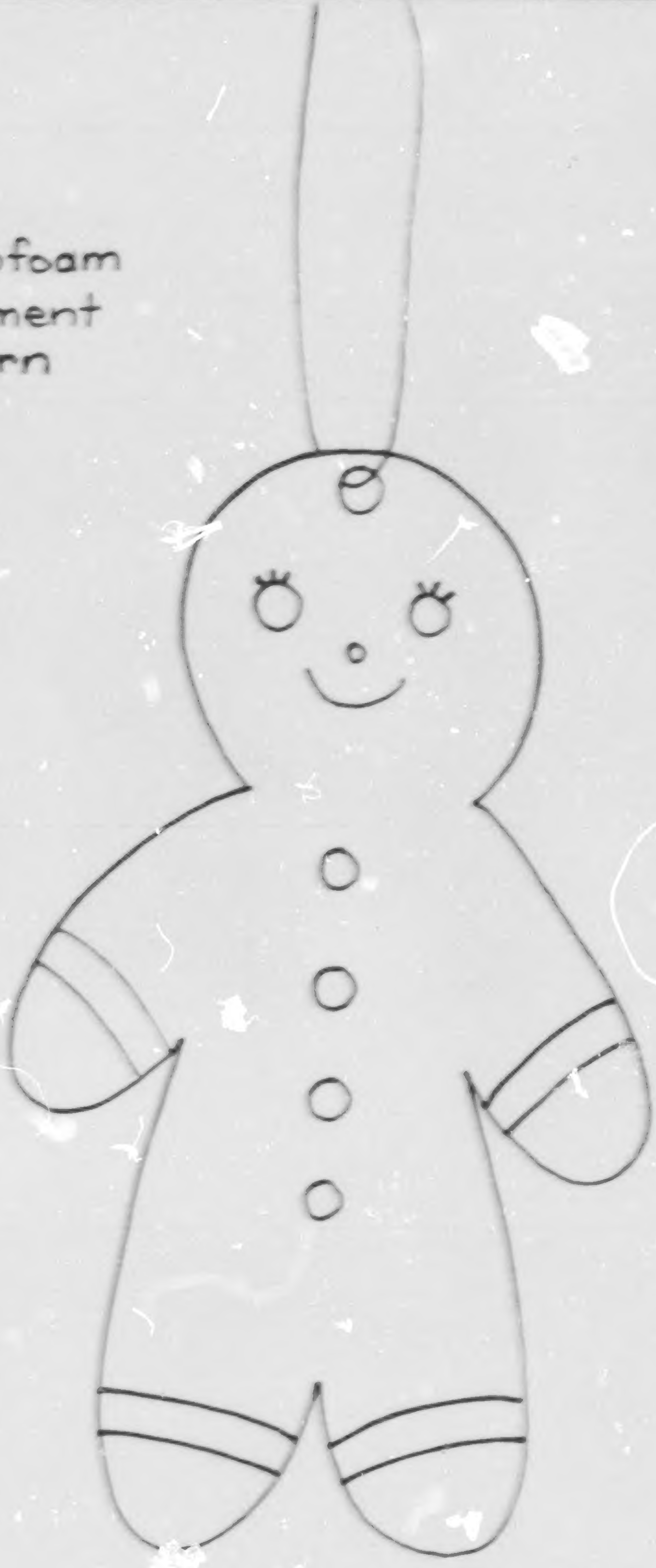
None

C. Procedures for this activity (with helpful hints)

1. Child experiments with several sketches for ornament
2. Select best sketch and draw outline of design on styrofoam
3. Teacher cuts out design with cutter
4. Child paints shape
5. When dried, ornament can be decorated with glitter and strung with yarn

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Styrofoam
ornament
pattern



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PERFUMED BATH SALTS

II. ACTIVITY FORMAT:

A. Tools and Materials

10 lbs. Epsom Salts (for 30)
30 baby food jars and lids
food coloring
"discard" perfume from previous Christmases
acrylic spray paint

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

1. Spray lid of baby jar
2. Mix Epsom Salts with food coloring
3. Add "scent"
4. Bottle

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

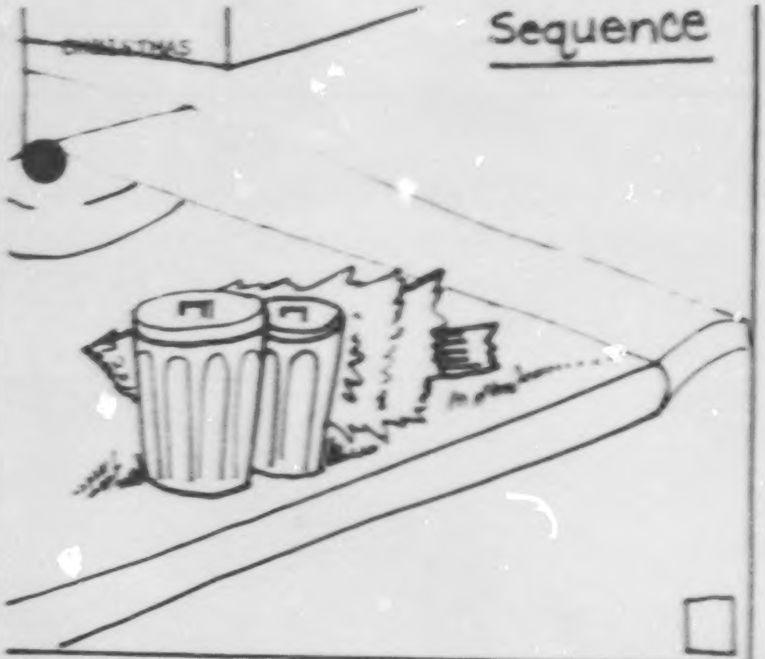
hot plate
double boiler
coloring (can use crayons)
scents
small milk cartons or paper cups
plastic bags
wax
string
paste sticks
newspaper

B. Procedures for this activity (with helpful hints)

1. Melt wax in double boiler
2. Add coloring and scents
3. Cover work area with newspapers
4. Measure string so that end touches bottom of milk carton
5. Tie string to paste stick
6. Lay stick on top of carton
7. Pour wax into carton until it is 1/3 full
8. Let harden until real hard - approx. 1 day
9. Repeat #8 until carton is full using different colors
10. Cut string and paste stick off
11. Peel off carton
12. Put candle in plastic bag and staple sheet

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Sequence



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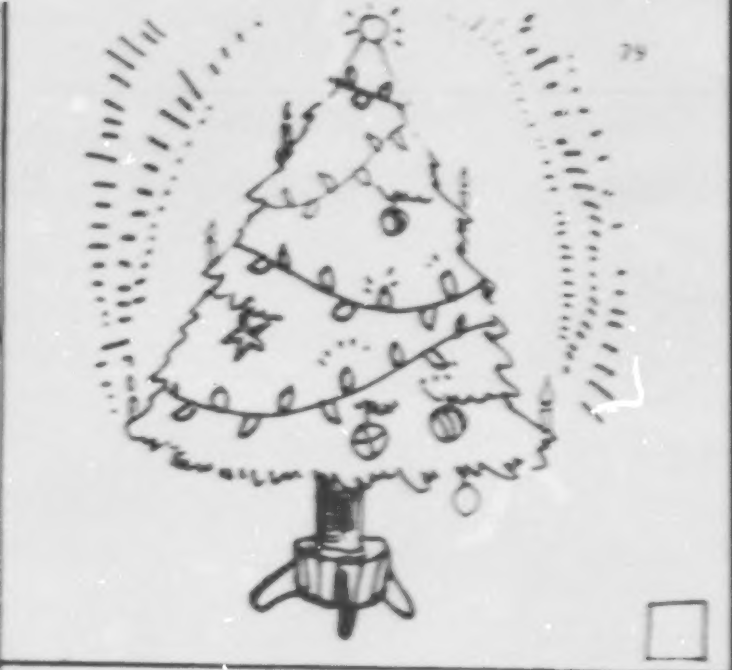

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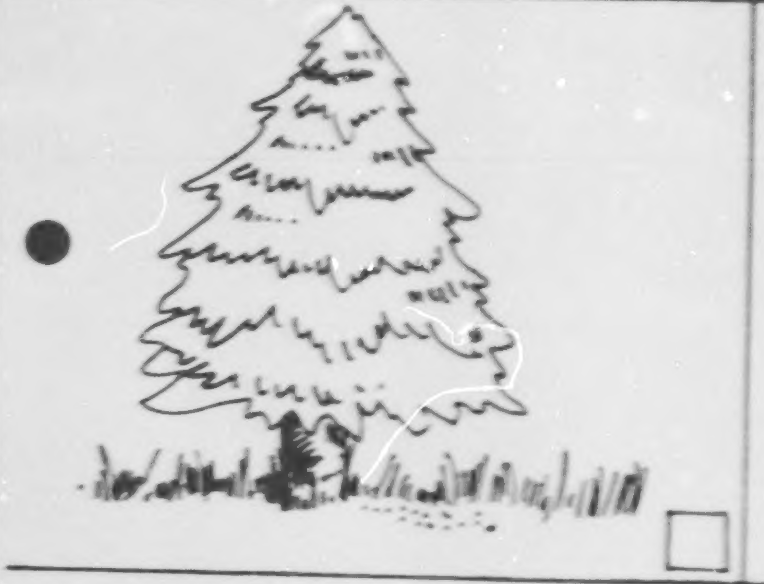

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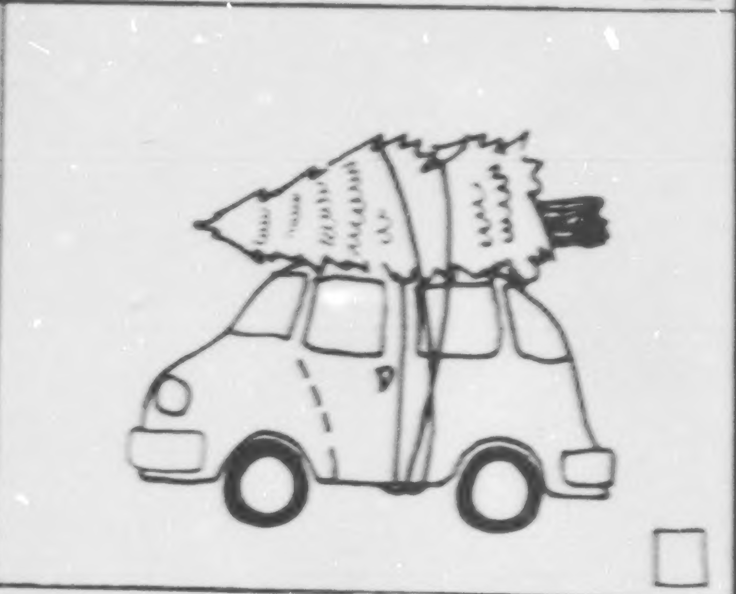

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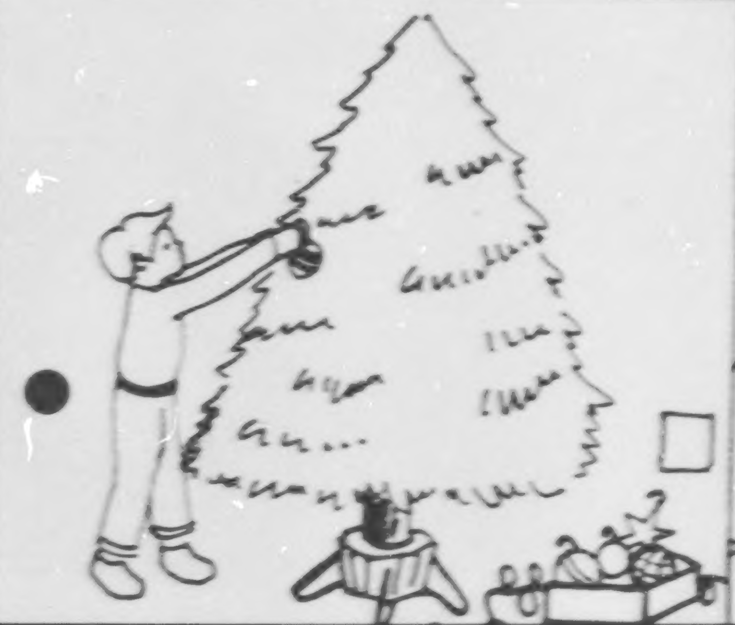

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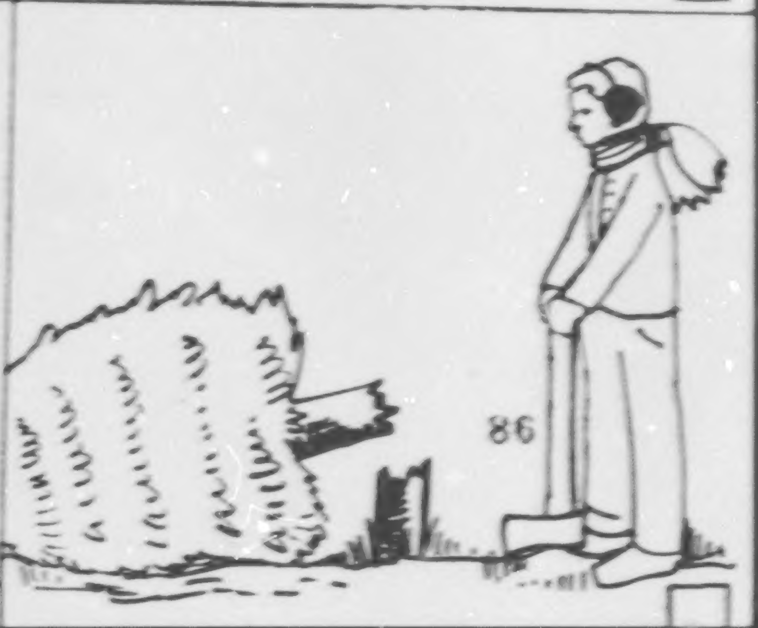

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THE CIRCUS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: THE CIRCUS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is designed to give children some background in the history of circuses. It will add to their appreciation for the vast jobs and skills that are involved in a production of the circus.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Flat pictures of Circus Animals - Ringling Bros. Circus

Filmstrips:
- Circus Animals
- Circus Gets Ready
- Circus People
- Here Comes the Circus

Records:
- Big Top Circus Calliope
- Circus Comes to Town
- Circus Spectacular
- Fun at the Circus
- When the Sun Shines

2. Field Trips:

Circus
Zoo
Veterinarian

3. Human Resources:

Vet or animal trainer - "Care and Training of Pets"
Demonstration of acrobatics
Demonstration of circus make-up
Clown

4. Activities:

Role play: circus performer or animal act

Hands-on activities:

Make an acrobat
Making stilts
Designing a clown's face

Activities with no directions:

Make a circus tent and decorate with circus animals and performers

UNIT TITLE: **THE CIRCUS**

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication skills	
Vocabulary	Use a basic circus vocabulary
Creative writing	Write and tell about a specific circus performer or circus act
Empathy	Role play the part of a circus performer or circus act
	Organize circus words into a specific category
	Write a creative story or poem about feeling. when a circus is in town
	Write circus words in ABC order
Math	
Addition	Do three basic addition problems using circus words in a story setting
Subtraction	Do one or more basic subtraction problems using circus vocabulary in a story setting
Money value	Handle money in exchange for a service

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discuss feeling through use of pantomime	
Creative writing	
Categorize circus words	
Work with a list of circus vocabulary words	
Circus spelling booklet	
Background discussion of circus world	
Discussion and research of job of circus performer and animal acts	
Work with alphabetical order of circus words	
Role play actual circus	
Work with story problems using circus vocabulary	
Be a ticket taker in the role playing of a circus	

UNIT TITLE: **THE CIRCUS** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science	
Animal care	Discuss and identify the necessity for care and patience in the training of circus animals Identify the foods necessary in the feeding of circus animals
Social Studies	
Transportation Species Origin	Locate on a map the origin of two or more circus animals Tell how animals and people are transported from one circus location to another Tell or write about the type of housing required for circus performers and circus animals

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Charts and pictures showing care and training of circus animals Small and large group discussions of food habits of animals Make a circus booklet showing care and training and foods that are necessary for the continued good health of circus animals Make a picture dictionary showing common circus animals	
Map work showing origin of animals Pictures showing animals in their natural habitat Background information and discussion of transportation of circus animals Films, filmstrips and flat pictures showing transportation of the circus from town to town	

UNIT TITLE: THE CIRCUS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art	
Forming materials	Make a circus tent using available materials
Separating materials	Make a circus clown showing basic human emotions; i.e., sadness, happiness, startled, etc.
Combining materials	Make a crayon or water color drawing of an actual three ring circus as a result of visiting a circus
	Take part in a group project and help plan and execute a circus mural
	Construct a 3-D circus in a panorama form using scrap materials
Music	
Choral singing	Identify circus music from a group of three disc recordings
Music appreciation	Take part in a group sing using circus music
Musical identification	Listen to circus music and draw a picture using the music as a guideline
	Recite one or more circus finger plays

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make a circus tent using construction paper	
Cut paper clown	
Water color drawing of three ring circus (crayons are optional)	
Mural using various art mediums in large and small group settings	
Charts and flat pictures showing circus world	
Discuss circus with an actual clown	Clown
Make a circus show, using clay, scrap material, cardboard, paste sticks, etc., to make a 3-D circus ring	
Listen to various recordings of circus music - make comparisons	
Small and large group sessions learning circus songs according to interests of particular class	
Class sing	
Draw circus picture while listening to circus music	

UNIT TITLE: THE CIRCUS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Career/Self-Awareness	
Function of a career: Production Servicing	Identify and describe two or more occupations connected with the circus world
Location people work	Illustrate a circus performer performing a service
	Compare available occupations in the circus to available occupations in the zoo
	Identify three occupations in the circus that perform a service
	Identify three occupations in the circus that are goods producing
	Make a circus occupation picture dictionary

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Circus performers tell about their jobs	
Films and filmstrips showing circus people at work	
Role play circus performers at work	
Plan and take part in a play circus	
Label and illustrate circus jobs and put in ABC order	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE ACROBAT

II. ACTIVITY FORMAT:

A. Tools and Materials

wood
Oak tag
string
crayons
nails
hammer
drill
scissors

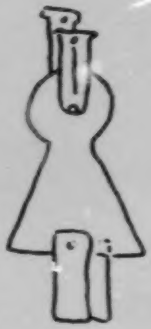
B. Procedures for this activity (with helpful hints)

1. Clowns:

   a. Trace acrobat patterns
   b. Cut out and decorate acrobat
   c. Tie together (assemble)

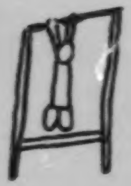
2. Wood:

   a. Measure and saw wood to proper lengths (two 9 inch strips and one 4 inch strip)
   b. Drill two holes
   c. Nail wooden parts
   d. Assemble clown and wood



III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The clowns had to be assembled by the teacher. The nailing on thin wood was very difficult.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

STILTS

II. ACTIVITY FORMAT:

A. Tools and Materials

wood screws
sandpaper
tacks
screwdriver
drill
clamp
ruler
stairway - rubber runner for bottom traction
wood (2x1" - circa 4 feet)
glue

B. Procedures for this activity (with helpful hints)

1. Sand pieces of wood
2. Measure placement of steps
3. Drill holes for screws
4. Insert screws
5. Glue on rubber runner (also tack it down)
6. Paint
7. Try them out

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PICTURES - DESIGN A CLOWN'S FACE

II. ACTIVITY FORMAT:

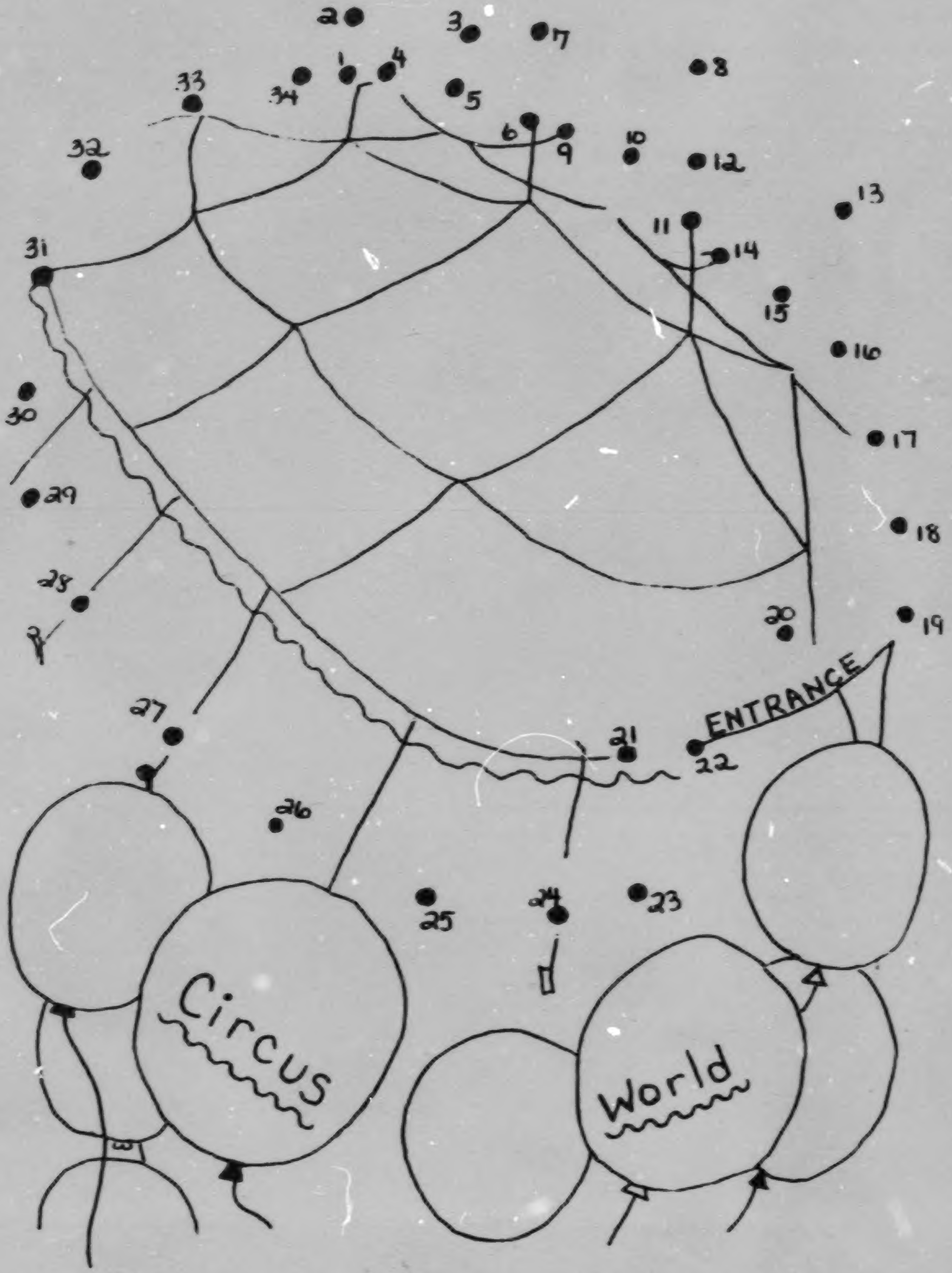
A. Tools and Materials

paper plates	yarn
paints	glue
scrap construction paper	crayons

B. Procedures for this activity (with helpful hints)

1. Design clown face on paper plate
2. Use crayons or paints to design face
3. For hair, use yarn
4. If you want to, you can make construction paper costume for clown

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)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ENTRANCE
Circus
World

Name________________________ Date__________________

The Circus

Our family likes to go to the circus. We hear the band play circus music. We watch the man on the tropeze. The lion tamer is the lion's friend. Our family likes the clown act best of all. The circus tent is a fun place.

Here are our new spelling words.

Say them- Write the new words.

1. clown ______________ clown ______________
2. act ______________ act ______________
3. lion ______________ lion ______________
4. tent ______________ tent ______________
5. band ______________ band ______________
6. tamer ______________ tamer ______________
7. trampeze ______________ trampeze ______________
8 circus ______________ circus ______________

Here are your spelling words. Put them in ABC order. Mark the vowels.

clown	act	lion	tent
band	tamer	trapeze	circus

1. ______________ 5. ______________

2. ______________ 6. ______________

3 ______________ 7 ______________

4 ______________ 8. ______________

Draw a circus family at work---

On a separate sheet of paper - Write a sentence for each circus word.

Phonics -

write the little word in the big word

1. clown __________ __________
2. lion __________
3. band __________ __________
4. tamer __________ __________
5. trapeze __________ __________

2. Write two spelling words that name a place: 1. __________ 2. __________.

3. Write two spelling words that name people
1. __________ 2. __________

4. Write the name of an animal. __________

5. Write the word that both people and animals can do. __________

6. Write the word that means a group of people are playing music __________

7. Write three circus words which have a short a (ă) sound
1. __________ 2. __________ 3. __________

8. Write the circus word that has a long a (ā) sound in it. __________

NAME ____________________ DATE ____________________

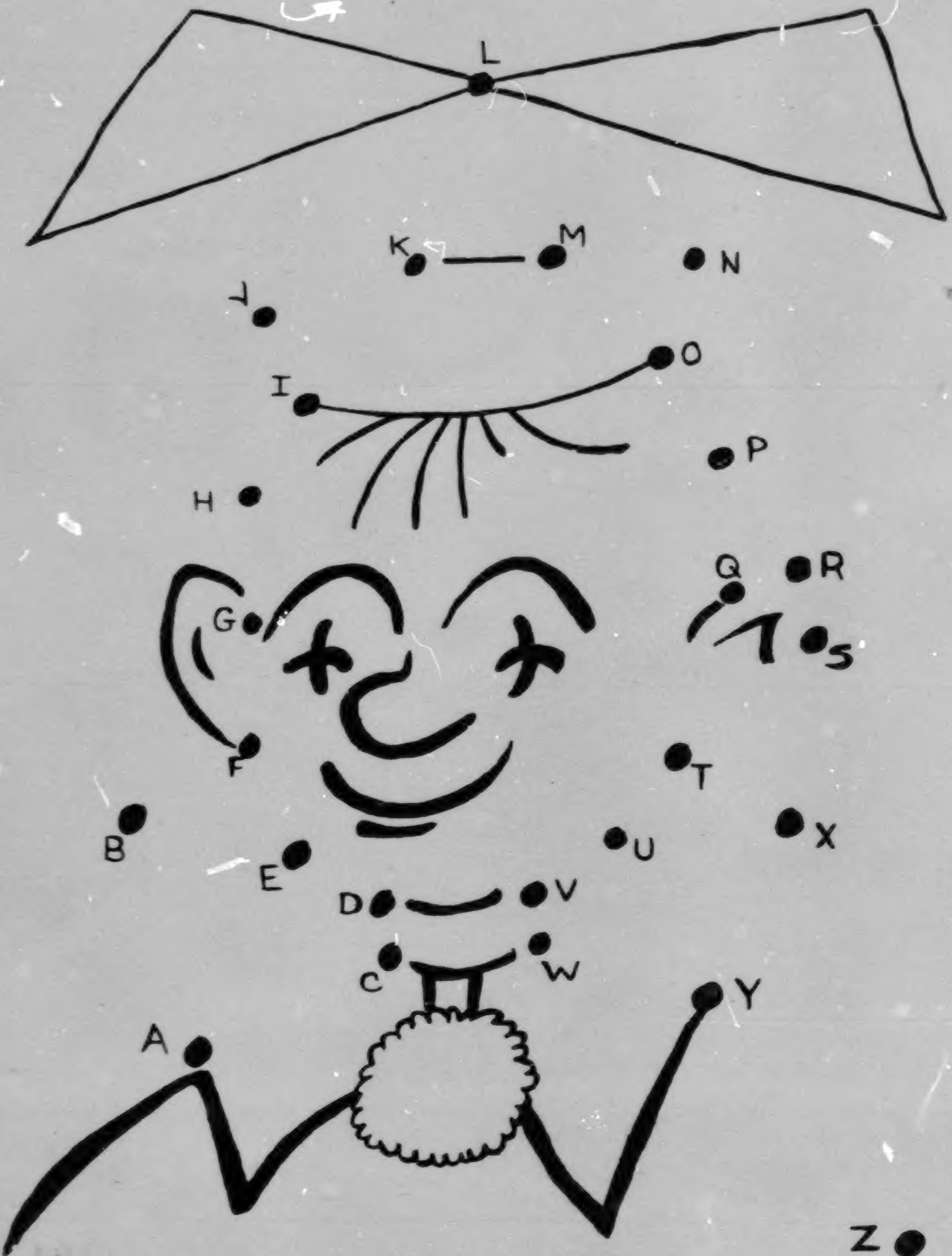
WRITE THE WORDS:

PUT THE WORDS IN A-B-C ORDER:

Draw pictures of 2 of the words

①

②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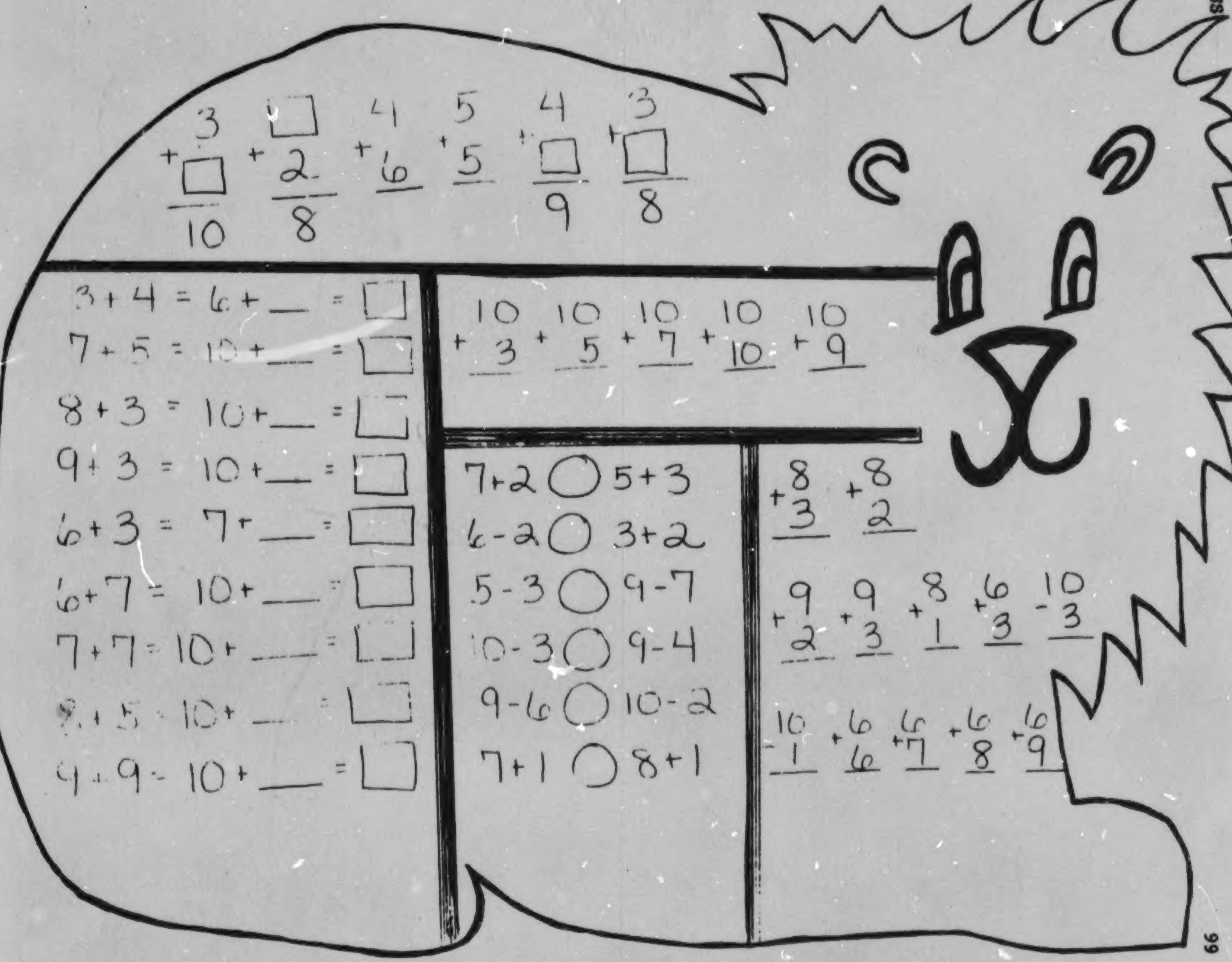

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$9-6 \bigcirc 10-2$

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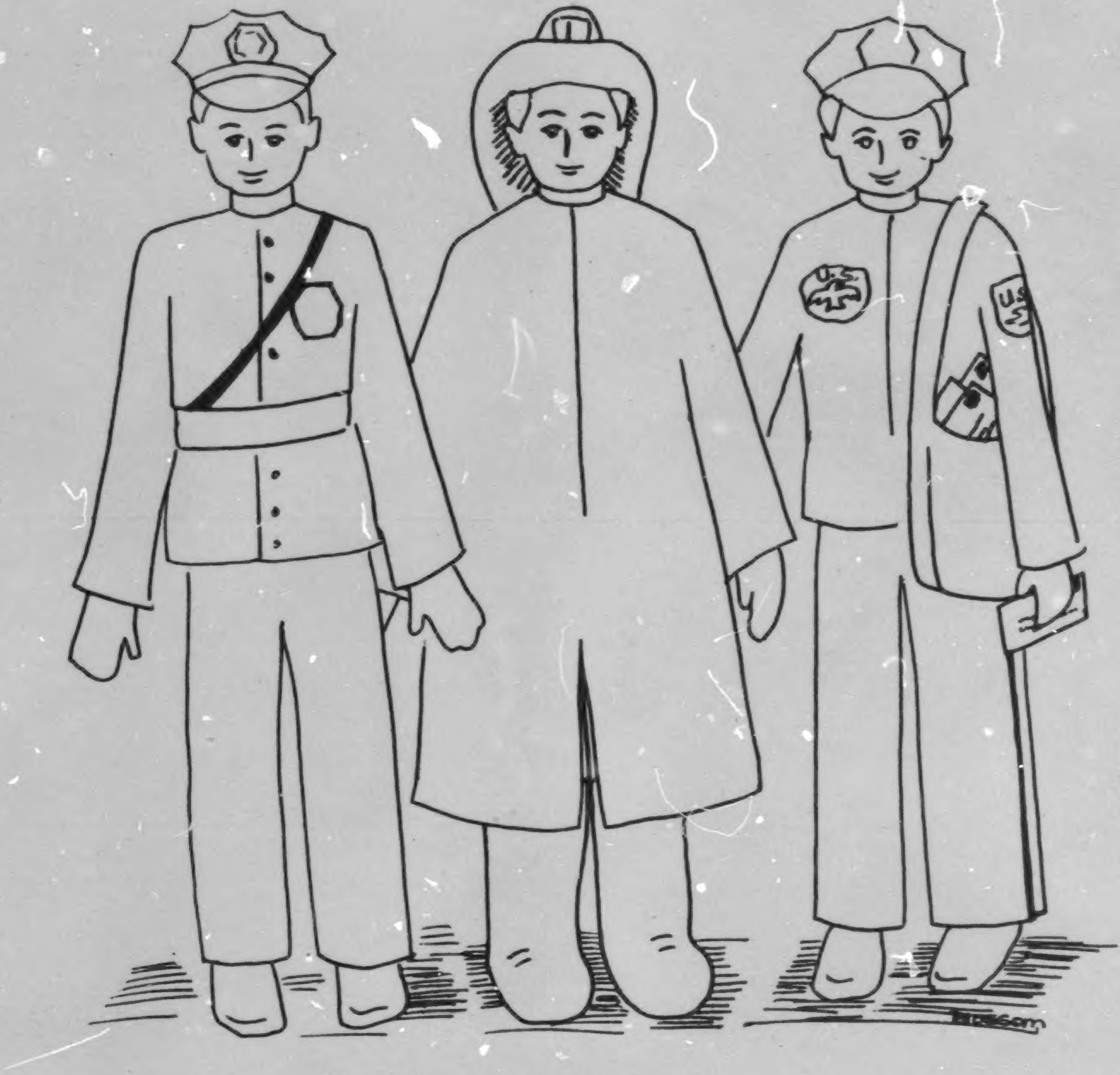
Words for Colors	Words that tell where	How someone could feel	How a thing could look	words that tell when
Words for what we do	Words for what we do	Words for animals	Words for things to eat	Words for things



COMMUNITY HELPERS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: COMMUNITY HELPERS - THE POLICEMAN, THE FIREMAN, AMBULANCE DRIVERS AND THE POST OFFICE

GRADE LEVEL: K-2

GENERAL OVERVIEW: Children are naturally curious about the story behind a letter they receive and the mailman that arrives at their home each day. They are also curious about emergency vehicles and sirens. In this unit the children will be able to recognize the policeman, fireman, mailman and the ambulance driver. They will also be able to recognize the vehicles these helpers use.

TEACHING/LEARNING RESOURCES:

1. **Reference materials:**

Filmstrips:	90 Million Raindrops - U. S. Postal System Our Fire Department Our Police Department Sights and Sounds of the Neighborhood
Records:	Smoky the Bear Let's Be Firemen Let's Be Policemen Little Firemen
Flat Pictures:	Community Helpers Fire Department Helpers Police Department Helpers
Books:	Mailman Mike Let's Visit the Post Office Wally the Worker - Mail Delivery
Movies:	The Mailman The Policeman Helpful Little Fireman
Slides:	Slides of Royal Oak Community Buildings - Fire Station, Post Office, Police Station, City Hall, etc.
Songs:	"Our Policeman" "The Fire Truck Song" "To the Mailbox"

2. **Field Trips**:

   Royal Oak Post Office
   Royal Oak Police Station
   Royal Oak Fire Station
   Suburban Ambulance

3. **Human Resources:**

   Postman
   Fireman
   Policeman - talk on bike safety, etc.
   Suburban ambulance driver
   A long time senior citizen

4. **Activities**:

   Role Playing:

      Post Office operating in room
      Placing a phone call to report a fire or an accident
      Practice the fire drill
      Bike riding safety
      Sorting mail
      Delivering mail

   Activities:

      Constructing room post office
      Speech badges
      Designing miniature community
      Making fire hats
      Small box maps
      Traffic lights
      Traffic light cookies
      Making clothespin men
      Post Office construction booklet

UNIT TITLE: COMMUNITY HELPERS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Music	
Choral singing	Participate in singing a song about community helpers
Math	
Number identification	Match traffic sign shapes with their meanings
Money and measurement	Measure pieces of wood for a post office
	Count money and correct change for stamps
	Measure signs
Art	
Stencil work	Help construct a post office
Painting	Produce a letter and envelope
Cutting	Make a policeman, fireman, mailman out of styrofoam
Pasting	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Various songs about community helpers	
Read numbers on speed signs	

UNIT TITLE: COMMUNITY HELPERS (Continued)

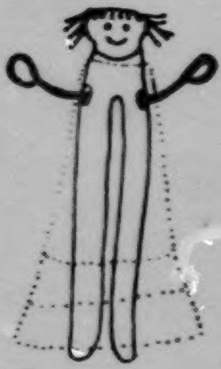
CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills Reading and writing letters Writing stories Read traffic signs	Address an envelope properly Write group stories about community helpers Write thank-you notes to guest speakers Write experience stories Read stories about community helpers Spell community helper spelling words **Write their addresses and phone numbers**
Science Effects of weather Fire prevention Forest products and uses	List or draw five ways weather affects traffic, fires, accidents and the mailman List or draw three ways fires are started List three ways fires can be prevented

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion from pictures on job helpers Express themselves through role playing Role playing of emergencies and phone calls to report fires, accidents, lost persons, etc. Community helpers spelling book	
Draw three ways fires are started **List three ways fires can be prevented**	

UNIT TITLE: COMMUNITY HELPERS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies How we depend on community helpers How we can help these workers	Place a call reporting a fire or accident
Career/Self-Awareness Reasons people work Location of work Tools they use Characteristics and training Advantages Disadvantages Importance	List or draw three characteristics each person's job entails Illustrate two tools connected with each community helper Name two job locations connected with the community helpers Name three jobs connected with the community helpers Tell why a community helper works Tell the advantages and disadvantages of each community helper

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Use Telizonia from Bell Telephone to practice phone etiquette	
Draw pictures to show: 1. tool connected with a community helper 2. jobs connected with community helpers	



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. **NAME OF ACTIVITY**

DESIGNING A MINIATURE COMMUNITY

II. **ACTIVITY FORMAT:**

A. Tools and Materials

- clothes pins
- construction paper (various colors)
- pipe cleaners
- magic markers (or pens)
- bits and pieces of material
- glue
- rick-rack
- assorted colored yarn
- string
- scissors
- twigs
- small stones
- dirt and box (optional)
- buttons

B. Procedures for this activity (with helpful hints)

1. Do research into what a typical community looks like
2. Make clothes pin person:
   a. Have hole drilled for pipe cleaner arms
   b. Pull pipe cleaner through hole for arms
   c. Cut yarn for hair and glue to clothes pin
   d. Cut out person's clothes - glue on clothes pin (person can represent firemen, policemen, etc.)
   e. Put a face, shoes and any other finishing touches you wish on your person with magic marker
3. Make home or building:
   a. Color designs on construction paper
   b. Roll paper into a shape and glue
   c. Cut a rectangle shape for a door
4. Have children use their own imagination to make up the rest of their community. Your suggestions might include: a fire hydrant made of red pipe cleaner; hospital; city hall; fire and police stations
5. The community can be put into the box with the dirt in it. If this is not available, use a sheet of construction paper as a base

III. **RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)**

This activity works best when the class is divided up into groups of about four apiece.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING FIRE HATS

II. ACTIVITY FORMAT:

A. Tools and Materials

newspaper
paint
brushes
tape
stapler

B. Procedures for this activity (with helpful hints)

1. Give each child a piece of newspaper
2. Fold paper in half horizontally
3. Take the corners of the folded edge and turn them down making a point at the top
4. Fold both edges up
5. Turn the tip of the hat (one side only) slightly under
6. Turn down the point of the hat slightly and tape or staple
7. Paint and let dry
8. Decorate with fire badge, name and fireman number

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SMALL BOX MAP TO POLICE STATION AND SUBURBAN AMBULANCE

II. ACTIVITY FORMAT:

A. Tools and Materials

small cardboard boxes
scissors
glue
tape
rulers
construction paper
Tag board
crayons
toothpicks

B. Procedures for this activity (with helpful hints)

1. Draw on board map of trip from school to police station and suburban ambulance
2. In box draw roads: 11 Mile, Campbell, Main Street. Mark places for Police Station and Suburban Ambulance
3. Trace pattern of buildings - see attached sheets
4. Assemble two buildings - color and decorate
5. Make small street signs out of tag board using toothpicks as posts
6. Color bottom of box to represent grass, other buildings, roads, etc.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHTS

II. ACTIVITY FORMAT:

A. Tools and Materials

shoe boxes or milk cartons
paint
construction paper
glue
scissors
flash lights
cellophane paper

B. Procedures for this activity (with helpful hints)

1. Cut three holes (approx. 3" in diameter) on side of box
2. Cut bottom off box
3. Paint boxes - if shoe box or cover milk carton with construction paper
4. Cover holes with red, green or yellow cellophane paper from inside and glue or tape on
5. Put flash light in to represent changing light

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

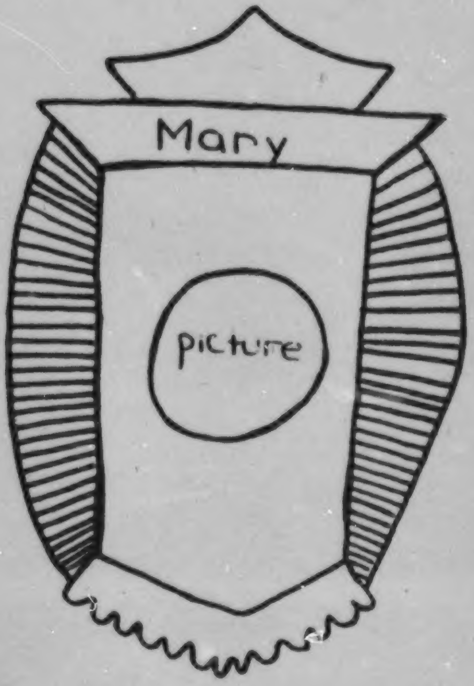
SPEECH BADGES

Materials:

- construction paper
- safety pins
- magic marker
- paste or glue
- little pictures (in reading readiness books)

Procedures:

Using the following pattern, cut out a badge for each child. Paste a picture in the circle of an object that begins with a sound the child is learning. The child should wear his "badge" and answer using the name of the object in the picture.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHT COOKIES

II. ACTIVITY FORMAT:

A. Tools and Materials

Cookie recipe and materials needed to make cookies **(use favorite recipe)**

B. Human Aides and Resources

Parents needed to help with the making and baking of the cookies

C. Procedures for this activity (with helpful hints)

Using your favorite cookie recipe, have the children make cookies. Form the cookies into squares and place three dents in the cookies before baking. After the cookies have been baked, fill the three dents with red, yellow and green icing. When finished they will resemble traffic lights.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Free and inexpensive materials may be obtained from:

"The ABC's of Child Safety"
Chinning L. Bete Company
Greenfield, Ma. 01301

Center for Safety Education
New York U.
6 Washington Square N.
New York, New York 10003

Automobile Club of America
17th at Pennsylvania Ave.
Washington, D. C. 20016

American Academy of Safety Education
1200 Cornwall St.
Los Angeles, California 90023

National Child Safety Council
125 W. Pearl St.
Jackson, Mich. 49204

National Commission on Films for Safety
425 N. Michigan Ave., 5th Floor
Chicago, Illinois 60611

National Safety Council
425 N. Michigan Ave.
Chicago, Illinois 60611

Allstate Insurance Companies
Allstate Plaza
Northbrook, Illinois 60062

Educational Films for Schools
7934 Santa Monica Boulevard
Hollywood, California 90046

Modern Talking Picture Services, Inc.
3 East 54th Street
New York, New York 10022

American Red Cross
17th and D Streets, N.W.
Washington, D.C. 20006

Prudential Life Insurance Co.
of America
Education Dept., Terminal Box 2314
Los Angeles, California 90054

Pharmeceutical Manufacturers Assoc.
1155 Fifteenth Street, N.W.
Washington, D.C. 20005

American Insurance Assoc.
85 John Street
New York, New York 10038

Automobile Club of Michigan
Bagley Avenue
Detroit, Michigan

Aetna Life and Casualty
151 Farmington Ave.
Hartford, Conn. 06115

Automobile Manufacturers Assoc.
320 New Center Bldg.
Detroit, Michigan 43202

American Automobile Association
1712 G Street N.W.
Washington, D.C. 20006

Encyclopedia Britannica Films
1150 Wilmette Street
Wilmette, Illinois 60091

Walt Disney Productions
2400 West Alameda Avenue
Burbank, California 91506

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING POST OFFICE

II. ACTIVITY FORMAT:

A. Tools and Materials

milk carton
nails
saw
wood
cardboard
paint
paint brush

B. Human Aides and Resources

Parents or college students to help with tools

C. Procedures for this activity (with helpful hints)

1. Measure 12 pieces of wood 2x1", 5' in length
2. Cut wood
3. Nail together pieces to form square
4. Cover frame with cardboard
5. Paint cardboard to represent post office
6. Make small mail boxes from milk cartons to put inside

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

COMMUNITY HELPERS

OUR POST OFFICE

Name ____________

1. We built a Post Office.

2. A man delivered some wood.

3. A college student helped us.

4. We used a saw. We cut the wood.

5. We used a hammer. We pounded nails.

6. We had to work and work.

7. It kept getting bigger and bigger.

8. We painted it. We put it together.

9. Now we have a Post Office.

10. We each have our own mail box.

11. It was fun building a Post Office.

An Experience Story

CUSTOMS AND MANNERS
OF COLONIAL AMERICA

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to study colonial times, particularly concerning the preparation of food and the Pilgrim - Indian relationship and develop an appreciation of work, then and now.

TEACHING/LEARNING RESOURCES:

1. **Reference materials:**

Movies:
Plymouth Colony
Colonial Children
The Light Here Kindled
Woodland Indians of Early America

Text:
Social Studies
Learning Long Ago - pp 38-40
Families Long Ago - pp 74-76
Communities Long Ago - pp 114-116

Books:
Pilgrim Stories
Why We Celebrate Our Holidays
Little Bear's Thanksgiving
Rhymes for Finders and Flannel Boards - p. 63
Story of the Navajos
The Pilgrims Knew
The Thanksgiving Story by Alice Dalgliesh
Pelli's New Suit
Pilgrim's Party
If You Sailed on the Mayflower - Scholastic
If You Grew Up in Colonial Times

Filmstrip:
Squanto and the First Thanksgiving
Farm Kitchen, Playtime, Why We Have Thanksgiving
"Cooking in Colonial Days" (on Indians) from Lincoln I.M.C.
Weaving Without a Loom
If You Lived in Colonial Times

Songs:
Over the River
For Health and Strength
We Gather Together
Five Fat Turkeys
Prayer
He's a Big Fat Turkey

Records: Indian Dances (Eagle Dance)

Realia: From Colonial Days: (from I.M.C.)
Toaster
Butter Churn
Candle Molds
Flat Iron
Sage Straw Broom
Miniature Loom
Horn Book

2. Field Trips:

Uplands Hills Farm
Visit dairy, or bakery, or flour mill
Henry Ford Museum
Greenfield Village - Miller School
Farmers Market
Detroit Historical Museum - before Christmas to see the antique toys

3. Human Resources:

Parents and aide helped with cooking and serving dinner
Role playing experiences
Indians doing dance
Thanksgiving dinner

4. Activities:

Thanksgiving dinner and Indian dance
Making applesauce
Making cranberry jello salad
Making butter
Corn bread
Cranberry relish
Making pumpkin pie
Making Pumpkin Prizes cookies
Candle dipping
Creative writing and drawing of mural
Making colonial caps and Abraham Lincoln hats
Making costumes
Paint Paddle Indians
Colonial People
Trip to Farmers Market
Clay candle holder
Making Horn Books
Hull Gull game
Choral Reading: We Are the Pilgrims. Can be done as a playlet.

UNIT TITLE: **CUSTOMS AND MANNERS OF COLONIAL AMERICA**

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Measuring and counting	Measure recipes
Adding, dividing, subtracting	Count steps in dance
Number sequence	Read recipe and follow its directions
	Use measuring cups and spoons
	Cut apples into quarters
	Determine correct number of servings needed and prepare proper amount
	Measure for Horn Book
	Follow numbers in sequence
	Play Hull Gull game
Communication Skills	
Dictation Reading Writing Listening Speaking Following directions Letter writing	Become familiar with Horn Book used for reading vocabulary
	Spell Thanksgiving words
	Contribute to Thanksgiving story
	Tell what ingredients go into making applesauce
	Participate in Thanksgiving play
	Listen to Thanksgiving stories
	Write thank-you letters to parents for helping in cooking
	Make books in the shape of a Pilgrim hat and fill in answers
	Interpret a choral reading selection

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discuss measuring as pertains to recipes	
Count steps in dance	
Dot to Dot pictures	
Count pumpkin seeds saved from pumpkins carved in room	
Hull Gull game - directions on Activity Sheet	
Become familiar with Horn Book used by children in colonial days (see sample)	Horn Book - I.M.C.
Thanksgiving spelling book	
Write experience story about Thanksgiving dinner	
Read recipes necessary in preparing mini Thanksgiving dinner	
Learn lines from Thanksgiving play Present Thanksgiving play	
Story Hour-Theme-Thanksgiving	If You Sailed on the Mayflower - Scholastic
Write thank-you letters to volunteer parents	
Pilgrim hats filling in missing words Ex.: The Pilgrims came over on the ___________. The ___________ were the Pilgrim's friends.	Prepared Pilgrim's Hat shape book
Choral Reading - We Are the Pilgrims	Choral Reading selection - We Are the Pilgrims

UNIT TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies Colonial life Indian life Human relations Manners Historical facts related to settlement Customs	Give historical facts relating to the settlement of America Discuss the skills needed during colonial times Tell why the Pilgrims came to America List the names of the ships and draw an accompanying picture Tell how Indians and Pilgrims learned from each other Draw a picture contrasting modern and colonial life
Science States of matter Machines	Help prepare a Thanksgiving dinner

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Dip candles Draw or tell about some aspects of Indian and colonial life Work effectively with a group planning and carrying out an activity **Discuss the reasons the Pilgrims came to America** **Discuss settling of America by Pilgrims and Indians in Colonial America**	
Discuss the machines used in a given activity - its source of power, etc. Report how matter is changing to another form while cooking Make applesauce Make corn bread Make pumpkin pies Make butter Make cookies	

UNIT TITLE: **CUSTOMS AND MANNERS OF COLONIAL AMERICA** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art	
Forming	Weave paper place mat
Separating	Make an appropriate costume
Combining	Make a construction paper turkey
Career/Self-Awareness	
Tools	List and draw five tools used by the Pilgrims
Occupations in Colonial America	List five jobs of the colonial homemaker
Occupations of American Indians	List five jobs of the Indian woman
	Compare colonial jobs to modern jobs

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Draw Indian and Thanksgiving mural Use patterns to make a colonial cap Weave place mats with paper strips Make costumes for Thanksgiving play Cut and paste parts to make a turkey with individually designed feathers	
Work together on a project Tell jobs important to the Pilgrims Describe what the Pilgrims and Indians learned from one another Compare orally tools used then and now for similar jobs by both Indians and Pilgrims Work together to prepare a bulletin board called Tools of Colonial America Draw and cut out pictures of tools to be placed on the bulletin board	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

THANKSGIVING DINNER AND INDIAN DANCE
(for 40 children - 2 classes)

II. ACTIVITY FORMAT:

A. Tools and Materials

paper plates
napkins
plastic forks and spoons
cups

placemats woven from paper by children

Menu:

2 turkey rolls
corn (frozen)
applesauce
corn muffins and butter
cider
pumpkin pie

B. Human Aides and Resources

Five mothers

C. Procedures for this activity (with helpful hints)

The two classes of children had signed up for set-up or clean-up and helped the mothers in crews of five while we remained in our room with the other children putting on our costumes, etc. The dinner took place in the gym. We did an Indian dance we had learned and said a short blessing before taking our places at the table. Children from the two classes sat across from one another to allow for conversation concering their respective recipes, compliments regarding such, etc.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING APPLESAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

bowls
cinnamon
spoons
apples
water
knives
stove
butter
sugar

B. Human Aides and Resources

mothers
teacher aides

C. Procedures for this activity (with helpful hints)

1. Recipe placed on tag board
2. Recipe read and discussed
3. Groups divided for carving
4. Core and carve apples, cut into quarters - discard peelings
5. Place in large pot on stove
6. Add small amount of water, sugar and cinnamon to taste, and small amount of butter
7. Let apples get soft
8. Serve after cooled
9. Clean-up committee

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

2 pts. whipping cream
baby food jars
large bowl
spoon
salt
yellow food coloring

B. Human Aides and Resources

One mother

C. Procedures for this activity (with helpful hints)

I filled jars about 1/3 full and we shook and shook about 15-20 minutes. We collected all the butter in a large bowl, poured off the remaining milk. Individual children tasted it on the tongue depresser until enough salt was stirred in. We sat in a circle and passed the bowl and stirred and shook salt and stirred. Then we added food coloring and stirred.

II. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CRANBERRY RELISH

II. ACTIVITY FORMAT:

A. Tools and Materials

- cranberries (frozen doesn't spatter as much)
- oranges
- apples
- sugar
- grinders
- bowls
- spoons

B. Procedures for this activity (with helpful hints)

1. Set up centers for grinding
2. Grind berries, oranges, apples
3. Sugar to taste

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING COOKIES

II. ACTIVITY FORMAT:

A. Tools and Materials

measuring cups
measuring spoons
mixing bowls
oven

B. Human Aides and Resources

Five parents

C. Procedures for this activity (with helpful hints)

1. Acquaint students with various measurement utensils
2. Read recipe
3. Break up into groups - have parents work with each group
4. Mix batter for cookies
5. Form cookies on cookie sheets (drop cookies - teaspoonful)
6. Have each group assist in the baking of cookies
7. Store cookies in plastic container
8. Have parents read story while other groups are baking cookies
9. Take slides of each step in preparation of making cookies

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We shared our cookies with two other classes at our mini-Thanksgiving feast.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PUMPKIN PIE

SPRY'S "NO-PATCH" PASTRY

(Double Crust)

2-1/4 cups sifted flour
1 t. salt
3/4 cup plus 2 T. Spry
1/3 cup cold water

Mix flour and salt in a bowl. Cut in 2/3 of Spry until fine as meal. Cut in remaining Spry to size of large peas. Sprinkle water, 1 tablespoon at a time, over mixture. Toss lightly with a fork. Lightly form dough into a smooth ball. Divide in half; form into 2 balls. Place dough on lightly floured board. Flatten slightly. Roll out from center to form circle 1/8 inch thick. Ease dough into pie pan; trim even with outer edge of pan. Roll out remaining dough; cut slits to allow steam to escape. Lay over filled pie shell. Trim; fold under bottom crust. Seal by fluting edge.

Recipe for Pumpkin Pie Filling

(2 10" pies enough for 1 class - we doubled this to serve 2 classes)

1 can pumpkin (large)
6 eggs, slightly beaten
2 cups light brown sugar
1 t. salt

2 t. cinnamon
1/2 t. cloves
1/2 t. nutmeg
1/2 t. ginger
2 cups evaporated milk

Combine eggs, sugar, salt, and spices and beat well. Blend in pumpkin. Add milk and beat well. Turn into two pastry-lined pie pans. Bake at 450 degrees for 10 minutes, then at 350 degrees for 40 - 45 minutes. Pies are done when knife, inserted in center, comes out clean.

PUMPKIN PRIZES

1 cup shortening
1 cup granulated sugar
1 cup brown sugar
2 eggs
1 cup pumpkin
3-1/2 cups flour, sifted
2 tsp. soda
1 tsp. pumpkin pie spice
1/2 tsp. salt

Cream 1 cup shortening with 1 cup granulated sugar and 1 cup brown sugar; add 2 eggs and beat until fluffy. Stir in 1 cup cooked or canned pumpkin. Sift together 3-1/2 cups sifted all-purpose flour, 2 teaspoons soda, 1 teaspoon pumpkin pie spice and 1/2 teaspoon salt; blend into creamed mixture. Drop by teaspoonfuls onto greased cookie sheets. Bake in preheated 350-degree oven 10 to 12 minutes. Makes 6 dozen cookies.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE DIPPING

II. ACTIVITY FORMAT:

A. Tools and Materiels

2 candle dipping vats
1-1/2 blocks of paraffin
crayon bits (2 colors) for tinting
wick

B. Human Aides and Resources

One mother

C. Procedures for this activity (with helpful hints)

We discussed the procedure beforehand, pantomimed the dipping and wrote the steps on an experience chart.

1. Chop up the wax
2. Melt the wax in the two vats
3. Spread newspapers on and around two large tables
4. Tie wick on pencil
5. Dip the candles
6. Hand the candles to dry

One vat was placed on each of the two tables. Ten children surrounded each table, were given wicks, reviewed the procedure, designated the dipping point, and proceeded walking around table drying - dipping. A mother stationed at one table, me at the other. Time of actual dipping approximately 1/2 hour. It takes about two hours for wax to melt in vats. DO NOT PUT VAT ON BURNER WITHOUT OUTER VAT. It takes about 15-25 minutes for melted wax to cool in vat before dipping.
HINT: I took the class out to recess while a few children remained to help the mother clean up because: the wax drippings get ground into the floor quickly if not swept up.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We later made plaster of paris candle holders using spray can tops and glitter and wrapped them for Christmas gifts.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CREATIVE WRITING AND DRAWING MURAL

II. ACTIVITY FORMAT:

A. Tools and Materials

paper
pencils
crayons

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Using the words from our recipe, develop a class story. Then, draw a large mural. Each child draws a portion of the mural. They draw for one particular sentence. Then, role play what they did.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING COSTUMES

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper
patterns
scissors
paste

macaroni
yarn
beads

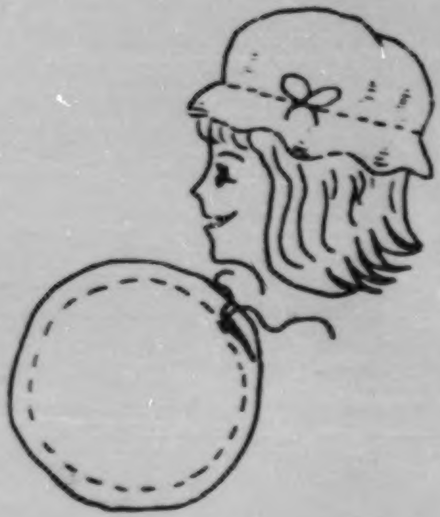
B. Procedures for this activity (with helpful hints)

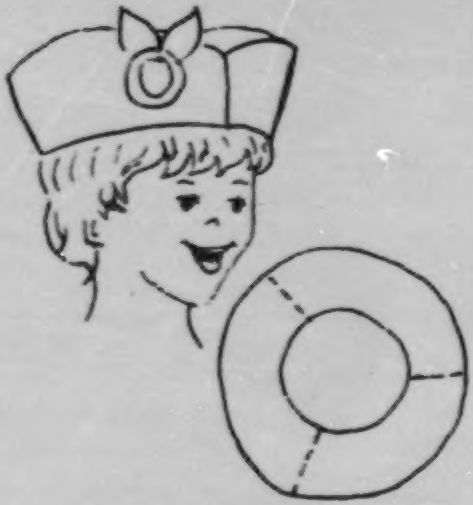
Children used teacher made patterns to construct pilgrim costumes one afternoon and Indian costumes another day. Before the dinner they signed up to wear one or the other so we had some of each at the dinner. Pilgrim costumes consisted simply of hats, collars, and cuffs. Indians wore head dresses and hand painted mamaroni and bead necklaces. Macaroni breaks easily but is so much fun it's worth it!

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

COLONIAL CAPS

Kindergarten misses change into little "Martha Washingtons" when they put on their crepe-paper caps. Eighteen-inch circles are precut and girls stitch around marked lines with one yard of pink yarn, then pull to puff crown and tie ends in a pretty bow.





TRICORNER HATS

Twenty "Georges" are a sight to behold! Crease an eighteen-inch doughnut of black construction paper into thirds. Staple creases at inner edge. Location of staples can help "fit" hat to head. Cut cockades from scraps of red, white, and blue paper.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAINT PADDLE INDIANS (may use tongue depressors)

II. ACTIVITY FORMAT:

A. Tools and Materials

paint paddles
tongue depressors
pipe cleaners
assorted trims, felt
construction paper
poster paint
sandpaper

B. Procedures for this activity (with helpful hints)

1. Sand paddles or depressors so that paint will adhere
2. Paint faces on paddles, add hair
3. Arms may be made from pipe cleaners
4. May dress figure in costume

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Give finger plays about Indian or Pilgrim life. Child may choose famous figure, or an event on shipboard, or settlement life and give short monologue.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COLONIAL PEOPLE

II. ACTIVITY FORMAT:

A. Tools and Materials

coat hangers
nylon stockings
construction paper
stapler
glue
buttons
yarn

B. Procedures for this activity (with helpful hints)

1. Stretch thin metal coat hanger into face-like oval shape
2. Pull nylon stocking over coat hanger
3. Knot nylon at top
4. Place nylon hanger down on desired color of construction paper
5. Cut out caps and collars from imagination or via a teacher made pattern. Make two of each collar and hat (front and back)
6. Place construction paper for hair (or could use yarn) under nylon hanger and fold top of paper over the hanger top
7. Cut strips to be hair. Leave straight or roll around the pencil. Male hair would be shorter.
8. Place two pieces of hat together covering stapled hair and nylon knot
9. Staple collar over chin. Staple edges together of hat and collar
10. Glue on construction paper eyes, or buttons, nose, cheeks, eye brows, eyelashes and mouth
11. Vary same procedure to make Indians

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ABRAHAM LINCOLN HATS

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper - black, white, yellow
glue
scissors

B. Procedures for this activity (with helpful hints)

1. Cut a circle 12" in diameter
2. Cut hole in center with slits
3. Roll a tube from 12 x 18 paper and fit through center
4. Use a strip of white paper for a band and a yellow square for a buckle

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CLAY CANDLE HOLDER

II. ACTIVITY FORMAT:

A. Tools and Materials

1-1/2 sticks clay
1/4 stick of red, green, blue

B. Procedures for this activity (with helpful hints)

1. Make ball of clay using 1 stick of clay
2. Flatten clay bottom onto a plastic lid from a small size margarine tub
3. Form head and neck using 1/2 stick of clay - same color as body
4. Form tail and wing feathers from red, blue and green clay

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Used as centerpieces for Thanksgiving dinner with candles made in it.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HORN BOOK

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4" plywood or 1/8" or 3/16" masonite
Oak tag
clear contact paper
glue
dremmel saw

B. Human Aides and Resources

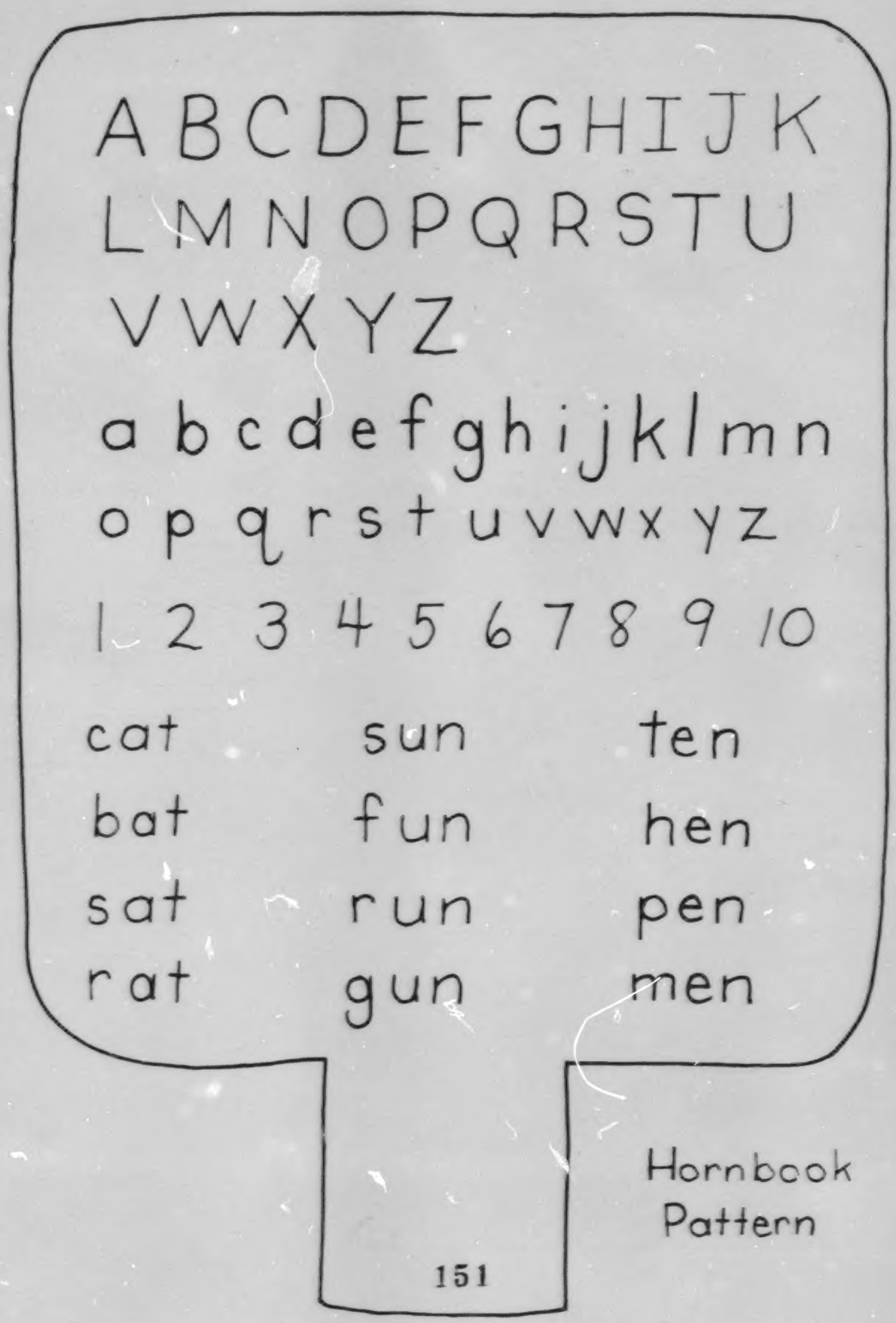
2 parents to supervise and work with dremmel saw

C. Procedures for this activity (with helpful hints)

1. Trace pattern on plywood
2. Cut out on dremmel saw
3. Sand edges
4. Shellac wood
5. Trace pattern on oak tag
6. Cut out tag board
7. Draw lines on tag board
8. Pencil in alphabet and numerals from 1-10
9. After checked by teacher, go over with magic marker
10. Glue finished alphabet on plywood
11. Put clear contact over oak tag; attach to wood

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children learned to use dremmel saw. Children learned to measure lines.


A B C D E F G H I J K
L M N O P Q R S T U
V W X Y Z
a b c d e f g h i j k l m n
o p q r s t u v w x y z
1 2 3 4 5 6 7 8 9 10
cat sun ten
bat fun hen
sat run pen
rat gun men

Hornbook
Pattern

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COLONIAL GAME - HULL GULL

II. ACTIVITY FORMAT:

A. Tools and Materials

Pop corn kernels

B. Procedures for this activity (with helpful hints)

1. Give each child 10 kernels of corn
2. Choose a "guesser"
3. The guesser goes up to a child who has some kernels hidden in fist and says, "Hull Gull"
4. Other child answers, "How Many?"
5. Guesser guesses
6. If he guesses low, he owes the other child the difference
7. If he guesses high, the other child owes him the difference
8. Winner has most kernels

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRIP TO ROYAL OAK FARMERS MARKET

II. ACTIVITY FORMAT:

A. Tools and Materials

Passenger cars

B. Human Aides and Resources

Five adults for driving students to and from market

C. Procedures for this activity (with helpful hints)

1. Check hours market is open
2. Discuss with children materials available in market
3. Discuss field trip objectives
4. Field trip permission forms - send home explaining purpose of trip
5. Prepare name tags - cards listing students' names traveling with parent in private cars for driver's use
6. Tour market - discuss crops and items sold with farmers and vendors
7. Compare the ways Pilgrims obtained food in contrast to obtaining of food today
8. Evaluate trip - experience story - illustration

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

THE FIRST THANKSGIVING

DRAW YOURSELF AS YOU LOOKED AT OUR MINI THANKSGIVING DINNER

APPLESAUCE

Peel and core apples. Cut in quarters. Place in pot with small amount of water. Simmer until apples turn to sauce. Add sugar and cinnamon to taste.

CRANBERRY JELLO SALAD

2 pkg. lemon jello (one cup less water) - let get firm
Grind 1 lb. cranberries = 2 cups
Add 2 cups granulated sugar
1 cup chopped celery
1 cup chopped nuts
1 16 oz. can crushed pineapple, drained

Let berries and sugar set a minute. Add nuts, pineapple and celery. Add jello and set overnight.

CORN BREAD

2 cups White Corn Meal mix
1 T. sugar
2 T. shortening
1-1/2 cups milk
1 egg, beaten

Combine corn meal and sugar in bowl. Melt shortening. Add milk and eggs to dry ingredients, stirring to combine. Add melted drippings or shortening to batter; mix. Pour batter into very hot pan. Bake in 450 degree oven 20 to 25 minutes.

BUTTER

Shake heavy cream or whipping cream until butter forms. Remove butter milk. Add salt to taste.

PUMPKIN PRIZES

1 cup shortening
1 cup granulated sugar
1 cup brown sugar
2 eggs
1 cup pumpkin
3-1/2 cups flour, sifted
2 t. soda
1 t. pumpkin pie spice
1/2 t. salt

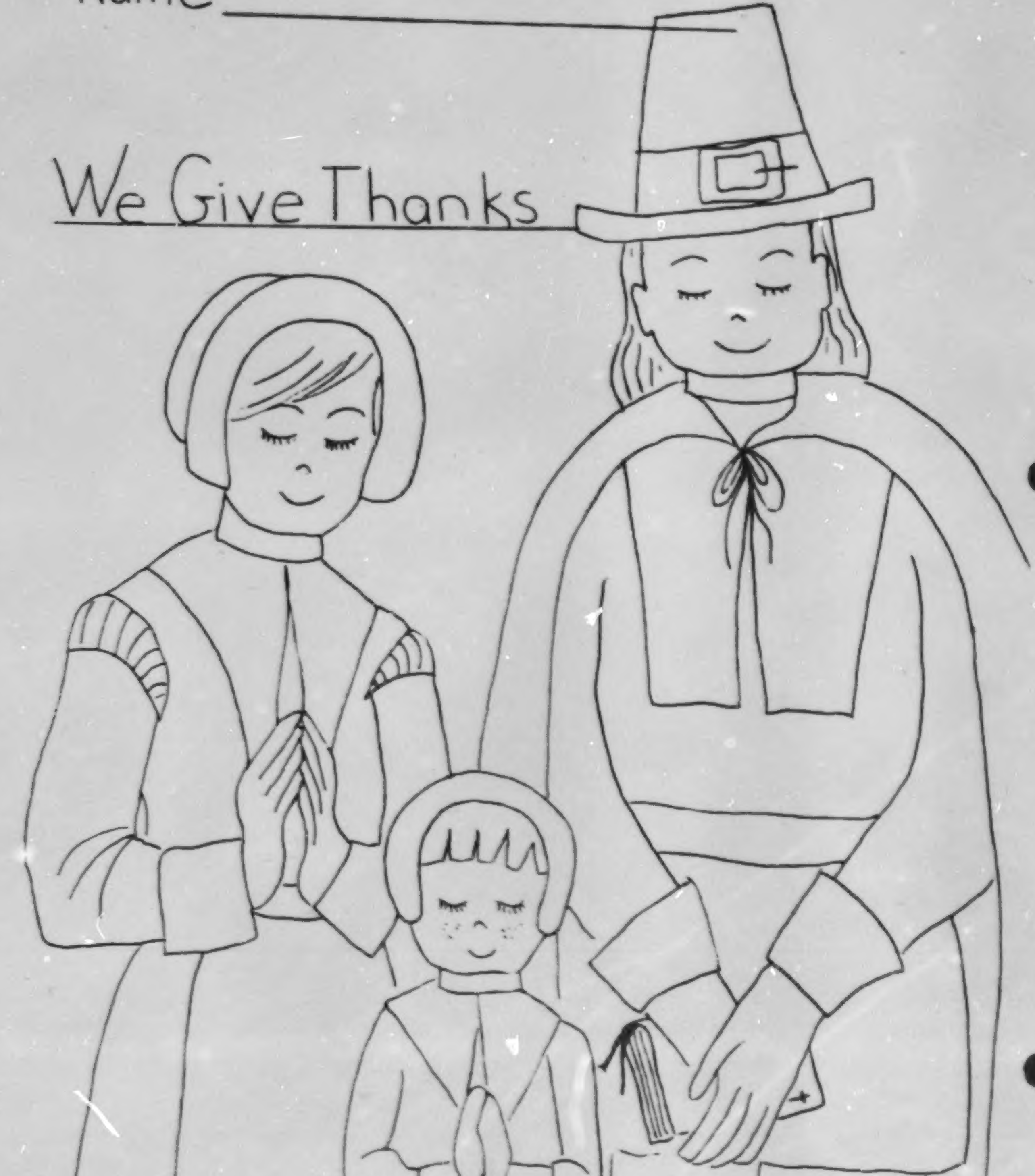
Cream 1 cup shortening with 1 cup granulated sugar and 1 cup brown sugar; add 2 eggs and beat until fluffy. Stir in 1 cup cooked or canned pumpkin. Sift together 3-1/2 cups sifted all-purpose flour, 2 teaspoons soda, 1 teaspoon pumpkin pie spice and 1/2 teaspoon salt; blend into creamed mixture. Drop by teaspoonfuls onto greased cookie sheets. Bake in preheated 350-degree oven 10 to 12 minutes. Makes 6 dozen cookies.

WHAT I LIKED ABOUT OUR MINI THANKSGIVING DINNER

WHAT I DID NOT LIKE ABOUT OUR MINI THANKSGIVING DINNER

Name ______________________

We Give Thanks

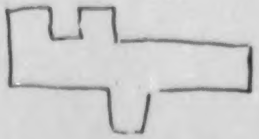
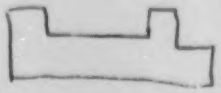
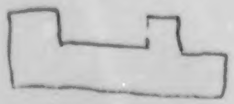
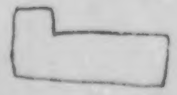
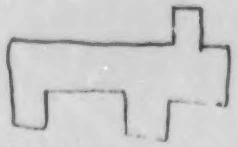
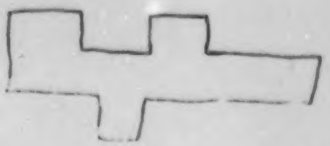
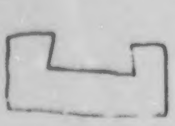
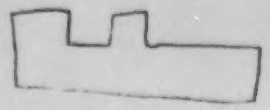


LONG AGO A GROUP OF PEOPLE, CALLED PILGRIMS, CAME TO AMERICA. THEY WANTED TO BE FREE TO WORSHIP GOD AND TO BE HAPPIER IN A NEW LAND.

IN 1620 THEY SAILED ON A SMALL SHIP, THE MAYFLOWER. THE TRIP TOOK SIXTY-SIX DAYS. THE PEOPLE WERE HAPPY TO REACH PLYMOUTH, MASSACHUSETTS.

THE PILGRIMS HAD KIND FRIENDS IN THEIR NEW LAND. THE INDIANS BROUGHT THEM FOOD TO EAT, AND HELPED THEM TO PLANT CORN AND SQUASH. THEY HELPED THE PILGRIMS IN MANY WAYS.

THE NEXT FALL THE PILGRIMS GAVE THANKS TO GOD FOR THE GOOD HARVEST, THEIR HOMES, AND THEIR KIND INDIAN FRIENDS. THIS WAS THE FIRST THANKSGIVING DAY.

Practice your Spelling words	Put the words in ABC order
thanks	
people	
free	
Mayflower	
Pilgrims	
food	
Indians	
friends	

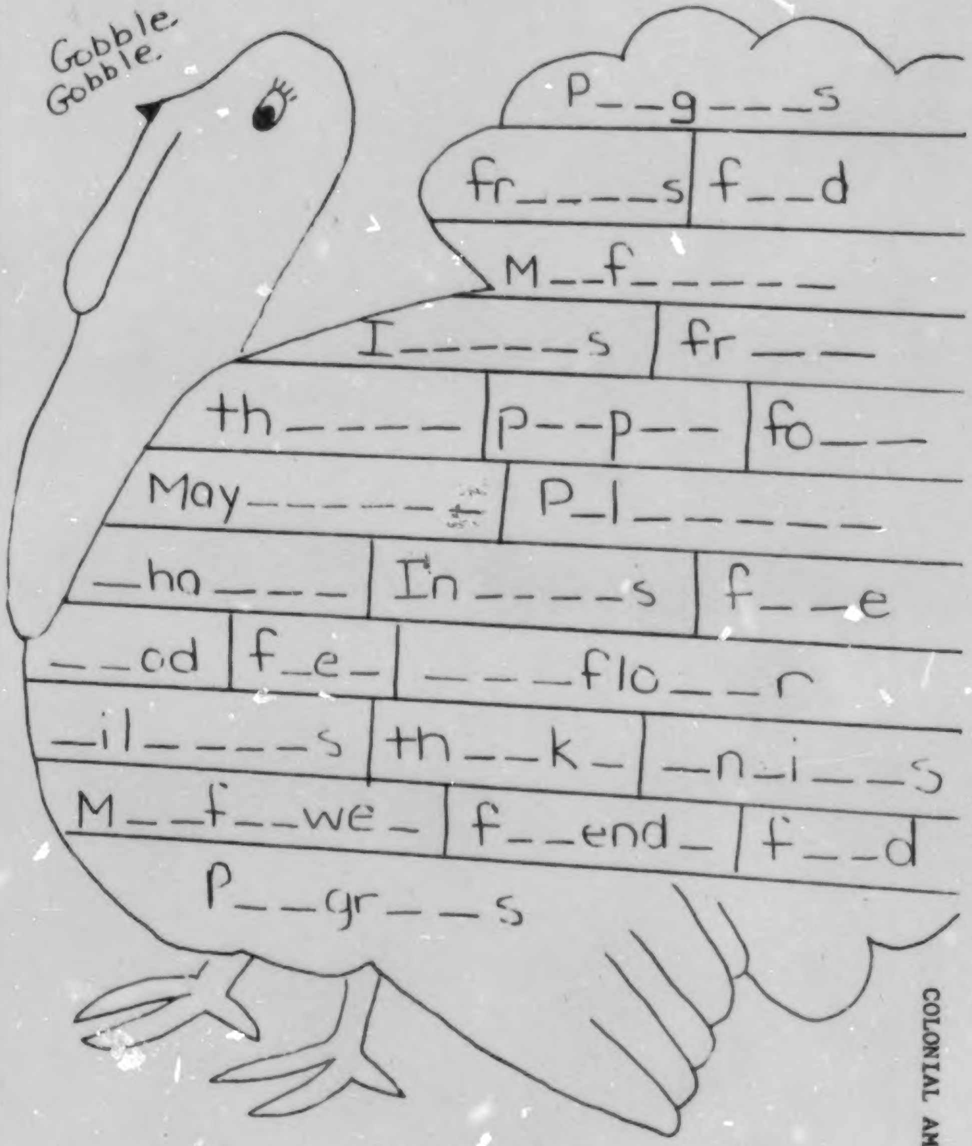
The ______________ came to America in 1620.

They sailed on a ship called the ______________

The ______________ were their first friends in America.

Draw a Pilgrim boy or
girl and a Indian friend.

what are you thankful for?


Gobble.
Gobble.
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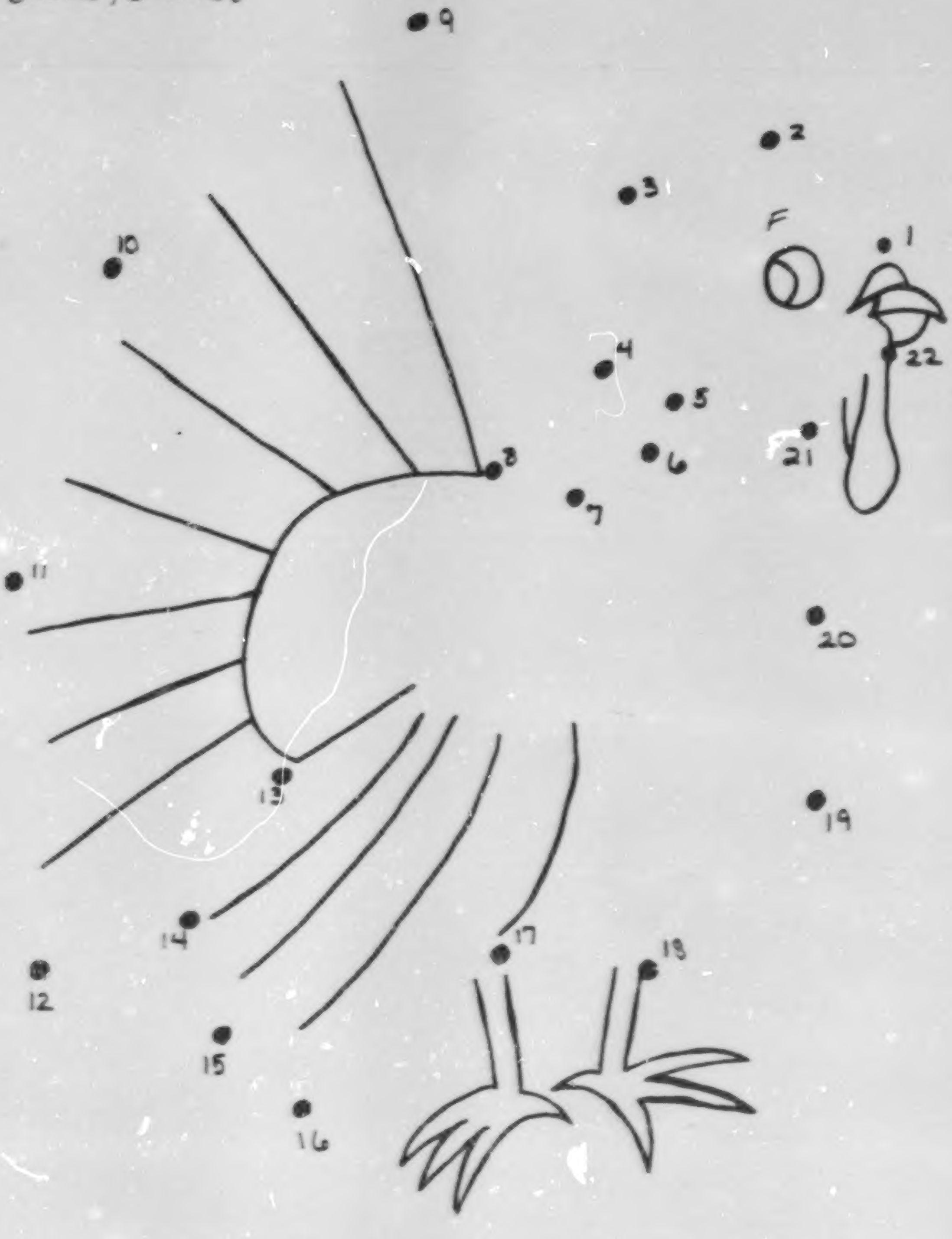
"GOBBLE, GOBBLE!"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DENTAL HEALTH

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: DENTAL HEALTH

GRADE LEVEL: K-2

GENERAL OVERVIEW: As a result of this unit, children will be able to distinguish between the correct way and the incorrect way to brush their teeth. The children will be able to choose good food for their teeth from a group of foods.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Movies: Save Those Teeth

Filmstrips: Tommy Tooth
All About Teeth

Books: I Want to be a Dentist
How Many Teeth

Dental Health Kits - Courtesy of Colgate Toothpaste
Courtesy of Crest Toothpaste

2. Field Trips:

Visit to Dental Health Department - S.E.O.V.E.C.
Visit to a dentist's office
Oakland County Health Department

3. Human Resources:

Dental Dept. Oakland Community College - gave puppet show - demonstrated proper procedure for brushing teeth
Dentist
Dental Hygienist
Dental Assistant
Parents helping in activity
Oakland County Health Department

4. Activities:

Making Teeth
Making Toothpaste

UNIT TITLE: DENTAL HEALTH

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Dental Health Vocabulary	Recognize special vocabulary words used in discussing dental health Spell some of the words studied in this unit
Health Tooth care	Recognize and identify: molars, canines and incisors Brush his teeth properly, identify proper foods necessary for good dental care, identify workers performing a service
Math	Count their teeth

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion of dental health vocabulary - defining of terms	Specially prepared spelling book
Phonics clues used to help student spell new words	
Use Talking Teeth model and tape to acquaint students with scientific information on teeth	I.M.C.
Make drawings of molars, canines, incisors	Charts and posters from National Dairy Council - Royal Oak Instructional Materials Center
Observe and practice proper brushing of teeth	
Plan menus that promote healthy teeth	
Observe and study charts	
Making teeth and toothpaste	See Activity sheets
Meeting a dentist, dental hygienist, dental assistant	Dentist Dental Hygienist Dental Assistant
Construct a class bar graph showing numbers of teeth	Book: How Many Teeth

UNIT TITLE: DENTAL HEALTH (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art	
Commercial	Make an illustration promoting proper dental health
Advertisement	
Communication Skills	
Creative writing	Express himself orally and on a written level using his knowledge of dental health
Reading comprehension	Read most materials on a primary level concerning dental health
Career Awareness	
Tools and materials	Describe at least two tools and materials a dentist and dental hygienist use in their jobs
Production of a product (toothpaste)	Explain ingredients needed in the making of toothpaste
	Describe 5 people who produce and use the following products: mouthwash, toothpaste, dental floss, toothbrush, cup

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make poster using any art medium	
Creative writing using various dental health themes; i.e., I live in ________'s mouth Crest or Colgate Dental Health Kit reading materials Books on dental health Role playing: toothache visit to the dentist Tooth Booklet: other side pages say: My Teeth Are Happy When.......... My Teeth Are Sad When...........	Prepared tooth shape book Crest or Colgate Dental Health Kit reading materials - available in January or February
Dentist and dental hygienist explain their jobs Reading and following a recipe for toothpaste Making toothpaste Explain the people necessary for making materials necessary for proper dental health	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TEETH

II. ACTIVITY FORMAT:

A. Tools and Materials

2 loaves white bread
Elmer's Glue
oilcloth on table

B. Human Aides and Resources

Teacher Aide
One parent for each group of five students

C. Procedures for this activity (with helpful hints)

1. Take one slice of bread per child and tear off crust - don't use crust
2. Tear bread into small pieces
3. Add 1 tablespoon Elmer's Glue
4. Mix well with fingers pulling and kneading
5. A small amount of white paint was added and mixed well
6. Form into teeth they were assigned: molar, canine, or incisor

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TOOTHPASTE

II. ACTIVITY FORMAT:

A. Tools and Materials

salt
baking soda
mouth wash
paper plate

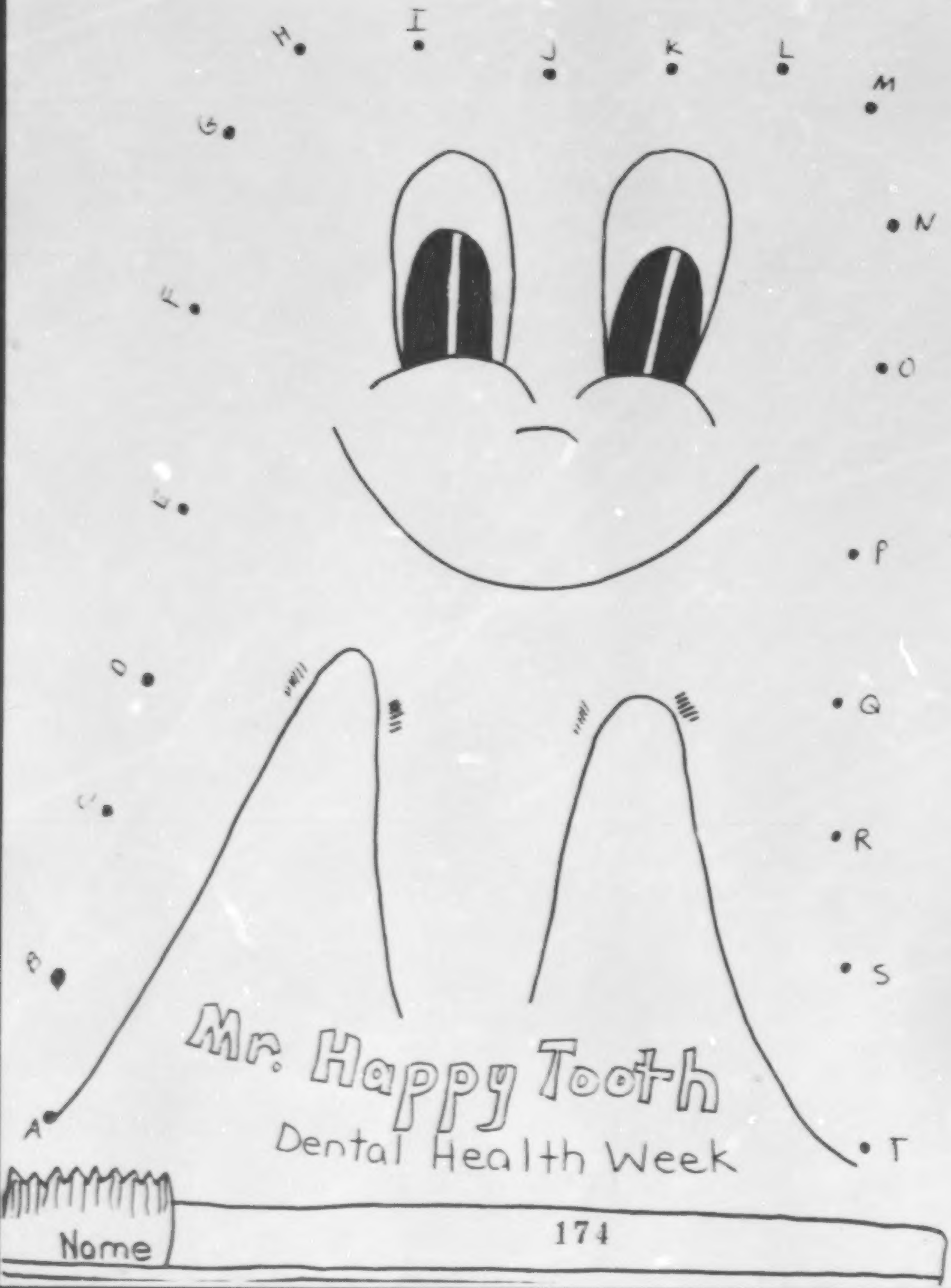
B. Human Aides and Resources

Teacher Aide
One parent for each group of five students

C. Procedures for this activity (with helpful hints)

1. One tablespoon salt
2. One tablespoon baking soda
3. Add enough mouth wash to make mixture like a paste
4. Mix above ingredients well on paper plate
5. Put in pill container or a piece of tin foil so children can take it home

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)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Mr. Happy Tooth
Dental Health Week
Name

Smiling Tommy

Tommy went to see his dentist on Saturday morning. Dr. Brown showed him how to brush his teeth. He said you should go up and down with your tooth brush. Tommy takes good care of his teeth so he will have a nice smile.

Here are our new spelling words
Write them:

1. teeth ________
2. tooth ________
3. care ________
4. dentist ________
5. brush ________
6. smile ________
7. up ________
8. down ________

Dental Health Week

Trial Spelling Test

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________

Write your first and last name in manuscript writing.

Fill in the missing spelling words in each sentence

1. I have clean ________.
2. My ______ is white
3. I take ______ of my teeth
4. Jane will ______ her teeth.
5. Jack has a nice ______.
6. Dr. Brown is our ______.
7. I move my brush ______.
8. I move my brush ______.

Draw a picture showing what you need to brush your teeth.

February ___ to ___ is
DENTAL HEALTH WEEK!!!

Put your spelling words in ABC order

down
up
teeth
care
dentist
smile
brush
tooth

Draw these:

tooth | smile | brush

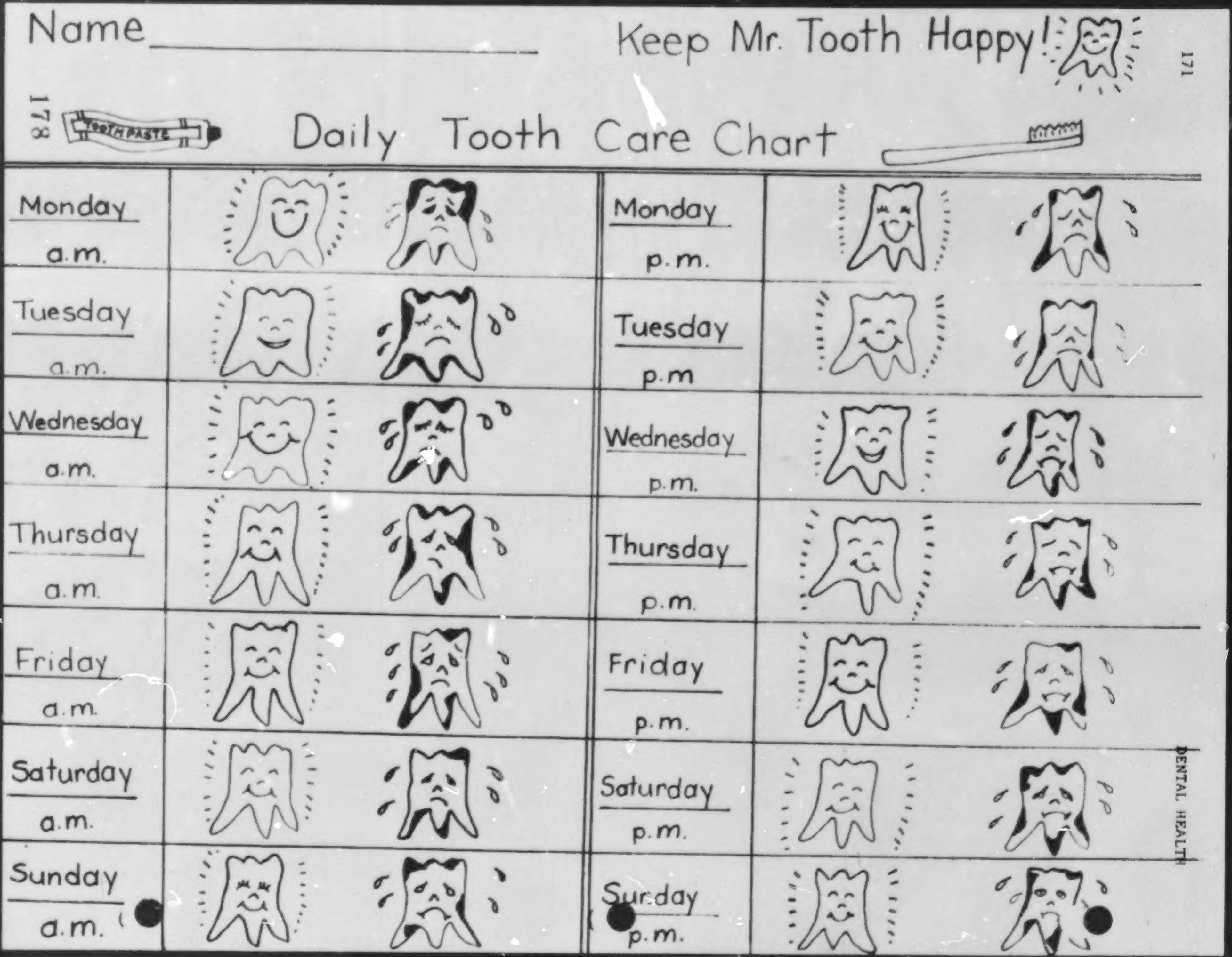
Unscramble your spelling words

1. eetht
2. thoto
3. eacr
4. tesndit
5. suhrb
6. mlsei
7. pu
8. wdno

Write a rhyming word for each word.

1. brush
2. tooth
3. smile
4. down

Did you brush your teeth today?



Name________________

Keep Mr. Tooth Happy!

Daily Tooth Care Chart

Monday a.m.	Monday p.m.
Tuesday a.m.	Tuesday p.m
Wednesday a.m.	Wednesday p.m.
Thursday a.m.	Thursday p.m.
Friday a.m.	Friday p.m.
Saturday a.m.	Saturday p.m.
Sunday a.m.	Sunday p.m.

EASTER CUSTOMS AND SEASONAL JOBS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: EASTER CUSTOMS AND SEASONAL JOBS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit provides an opportunity for children to learn how various Easter customs have come about. It will help children become more aware of many careers that are created and expanded upon by Easter holidays.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Easter - Eileen Fisher
Passover - Naoma Simon

2. Field Trips:

3. Human Resources:

Candy Maker
Parent to demonstrate sugar egg making
Parent to demonstrate candy bar decorating (made cart from a Milky Way bar)

4. Activities:

Construction of Easter carts
Candy making
Candy bar decorating
Easter egg dyeing

UNIT TITLE: EASTER CUSTOMS AND SEASONAL JOBS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills	
Reading	Write a story about an Easter custom
Writing	Write an imaginary adventure through the aid of shape books
	Acquire a knowledge of a working Easter vocabulary list
Social Studies	
Customs	Orally contrast Easter with other holidays
Different cultures as related to Easter	Integrate Easter with other customs
Career Awareness	
People and their Easter jobs:	
Purpose Locations Functions Advantages and disadvantages	Contribute to a brainstorming session on jobs created and expanded during Easter holidays Organize an industry with classmates to produce an Easter related product

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Write and illustrate story about any Easter custom Read books Write imaginary Easter adventures in shape books Use Easter vocabulary words in speaking and writing about Easter	
Each child participate in discussion related to Christmas, Jewish and Pagan customs during Easter season	
Participate in a discussion on jobs Role playing Write a report on selected job illustrated in magazine Make chart of jobs; example - artist, church workers, post office, florist, restaurant, travel agent	

UNIT TITLE: EASTER CUSTOMS AND SEASONAL JOBS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Calculate Measuring Counting Linear measurement	Measure with ruler and yardstick Discuss and collect the number of parts and amount of material needed for the activity Measure with liquid measures
Art Separating Combining Drawing Painting Weaving	Prepare booklets on Easter designs Prepare Easter bulletin board Construct a woven basket Assemble an Easter basket using a pattern

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work math operations on board	
Make candy in groups of eight	
Dye Easter eggs - measure liquid to make dye	Parent helpers
Draw pictures (see activities)	
Draw and paint large paper Easter eggs	
Cut strips of construction paper and weave into a 9 x 12 paper mat. Make mat into Easter basket	
Assemble Easter basket according to oak tag pattern	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EASTER CART (25)

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4" plywood	white shredded paper
nails	glue
1/4" doweling	saws, hammers
lattice 1/4 x 1-3/4"	sandpaper
1/2 x 1/2" wood	

B. Human Aides and Resources

Student teacher

C. Procedures for this activity (with helpful hints)

1. Children worked in groups; measure and cut sides and bottoms
2. Trace and cut wheels
3. Drill hole in wheels
4. Measure and glue axles to bottom
5. Assemble side and glue to bottom
6. Drill hole for front prop
7. Cut dowel and glue in place
8. Paint wheels and carts separately
9. Attach wheels and decorate

(See sketch for measurements)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLYWOOD RABBIT FOR CART

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4" plywood
cotton balls
glue
broom straws
heavy yarn
white latex paint
pink oil paint and brushes

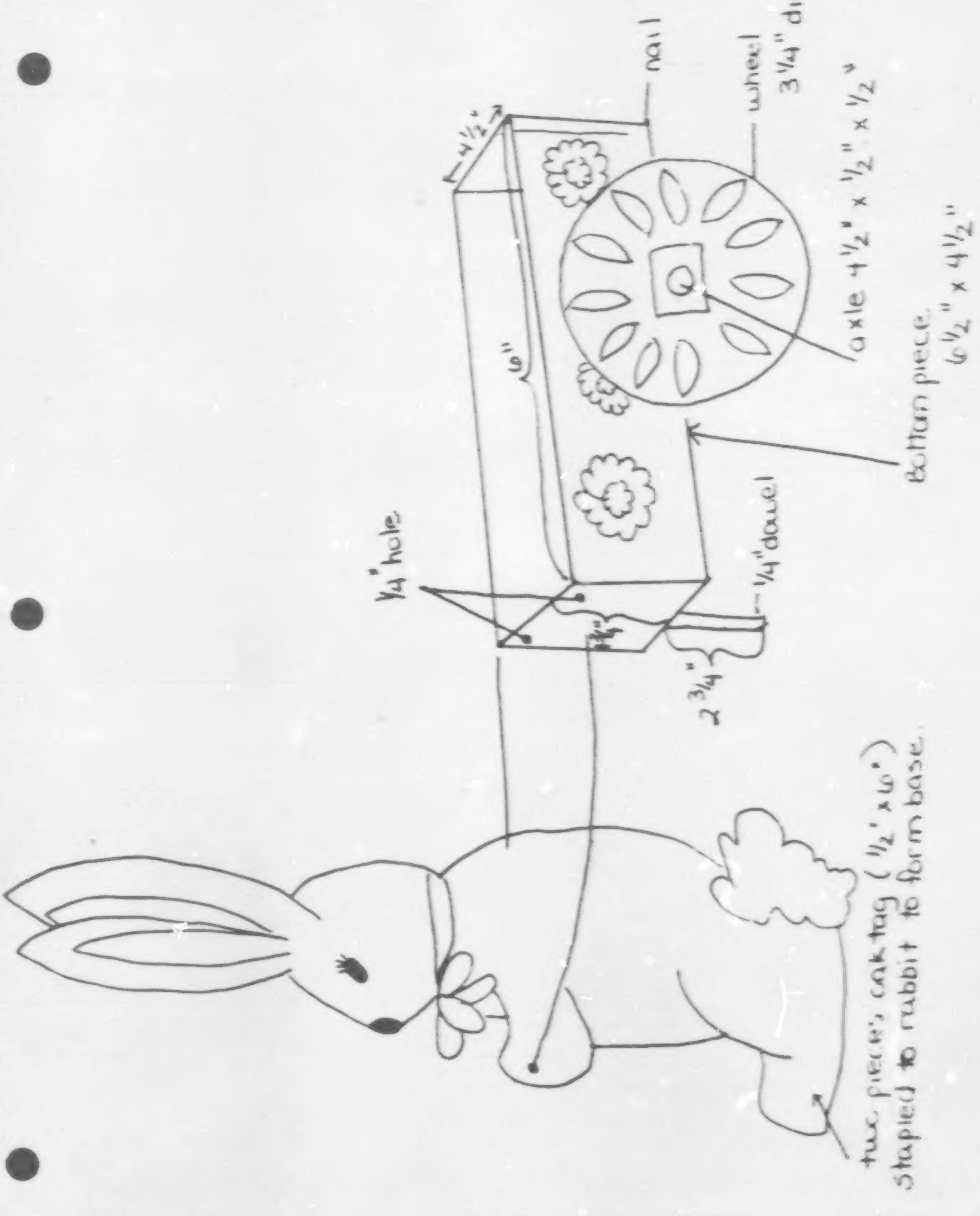
B. Human Aides and Resources

Student teacher

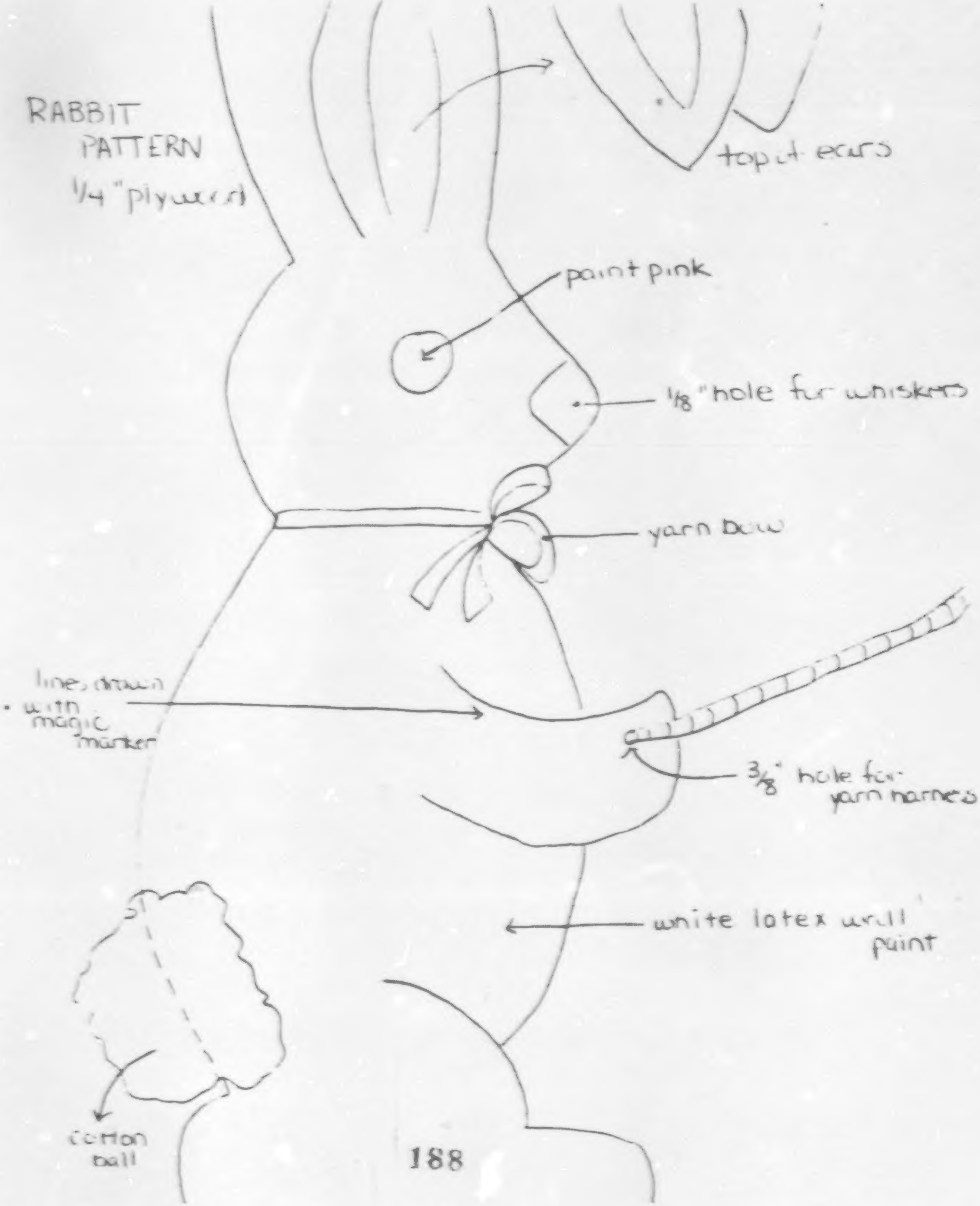
C. Procedures for this activity (with helpful hints)

1. Trace rabbit pattern and cut and sand
2. Paint white
3. Paint ears and nose pink
4. Whiskers - drill 1/8" hole and glue 3-4 broom straws in place
5. Base - use 2 pieces oak tag 1/2" x 6" to form base - staple to bottom of rabbit
6. Yarn - tie one piece around neck
7. Drill 1/4" hole in paws and front of cart for harness

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)


nail
wheel 3 1/4" dia.
4 1/2"
axle 4 1/2" x 1/2" x 1/2"
6"
Bottom piece 6 1/2" x 4 1/2"
1/4" hole
1/4" dowel
1/4"
2 3/4"
two pieces oak tag (1/2" x 6") stapled to rabbit to form base.

RABBIT
PATTERN
1/4" plywood


top of ears
paint pink
1/8" hole for whiskers
yarn bow
lines drawn with magic marker
3/8" hole for yarn harness
white latex wall paint
cotton ball

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDY MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

brown paper candy cups
see recipes

B. Human Aides and Resources

Student teacher

C. Procedures for this activity (with helpful hints)

Children worked in groups of 3

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDY BAR DECORATING - Made a cart from a Milky Way bar

II. ACTIVITY FORMAT:

A. Tools and Materials

candy bar
life savers
pre-mixed frosting
jelly beans
pipe cleaner

B. Human Aides and Resources

Mothers to demonstrate and help

C. Procedures for this activity (with helpful hints)

Each child made a card. Life savers were wheels, frosting held jelly beans onto cart, pipe cleaner was handle

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DYE EASTER EGGS

II. ACTIVITY FORMAT:

A. Tools and Materials

eggs
onions
vinegar
dyes
kettle
hot plate

B. Human Aides and Resources

Mother helpers

C. Procedures for this activity (with helpful hints)

1. Peel brown skins from onions
2. Boil eggs with skins till hard - bronze color results
3. Dye pre-boiled eggs with commercial dye for variety of colors

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Each child had two eggs to take home in basket made from a milk carton.

MINT WAFERS

1 egg white
2-1/2 cups confectioners sugar
2 t. butter
1/2 t. peppermint flavoring

Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink and green. Knead with hands. Shape into one-inch balls; place on waxed paper and flatten with tines of a fork.

CARAMEL TURTLES

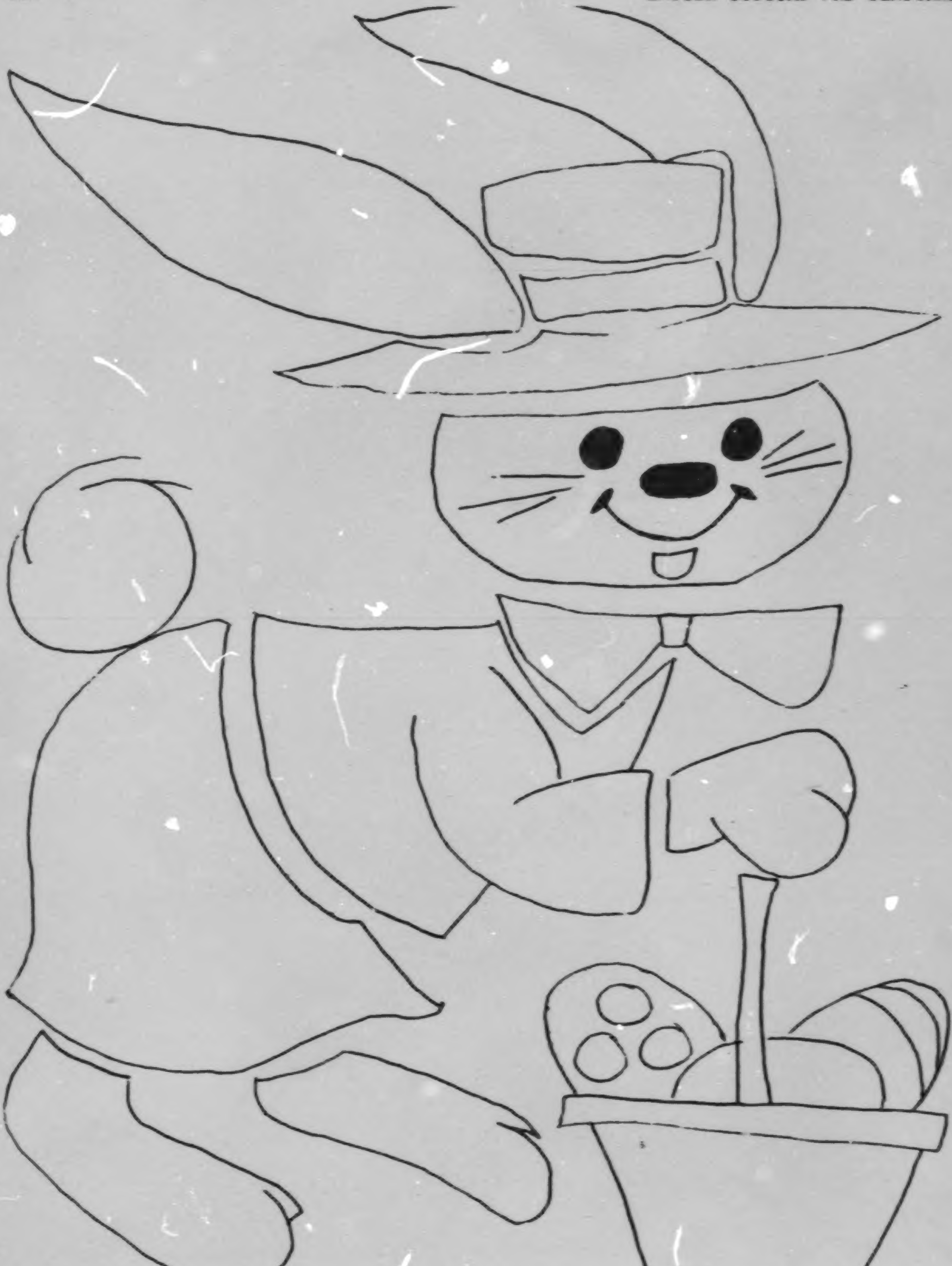
144 small pecan halves (about 1 cup)
36 light caramels
1/2 cup semisweet chocolate pieces; melt

Grease cookie sheet. On it arrange pecan pieces, flat side down, in groups of 4. Place one caramel on each cluster of pecans. Heat in slow oven (325) till caramels soften, about 4 to 8 minutes. Remove from oven: with buttered spatula, flatten caramel over pecans. Cool slightly; remove from pan to waxed paper. Swirl melted chocolate on top.

CHOCOLATE FOR DIPPING:

Large pkg. chocolate bits
2 small bars Cocoa Butter

Melt together. Use toothpicks to dip marshmallows and cherries.



Name ______________________ Date ______________

At Easter Time

The starling told the lily
And the lily told the brook,
The brook, that little tattle-tale, Just babbles: "LISTEN! LOOK!"

The Easter Bunny's coming!
He's playing tag with showers,
And hiding lovely Easter eggs
Among the garden flowers!

The flowers make a rainbow
Of color in the sun, And
happiness is waiting Today,
for everyone!

Frances Risser

PRACTICE YOUR NEW WORDS

LISTEN

EASTER

coming

playing

eggs

garden

rainbow

color

today

everyone

TRIAL TEST

1 ____________________

2 ____________________

3 ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

Draw the Easter Bunny with colored eggs!

Draw a color rainbow!

Find the small words inside the spelling words!

listen is ______ ______

Easter ______ ______

coming ______ ______

playing ______ ______

eggs ______

garden ______

rainbow ______ ______

color ______

today ______ ______

everyone ______ ______

Write each spelling word
Mark the vowels lōng or shŏrt.

lĭsten ______

Easter ______

coming ______

playing ______

eggs ______

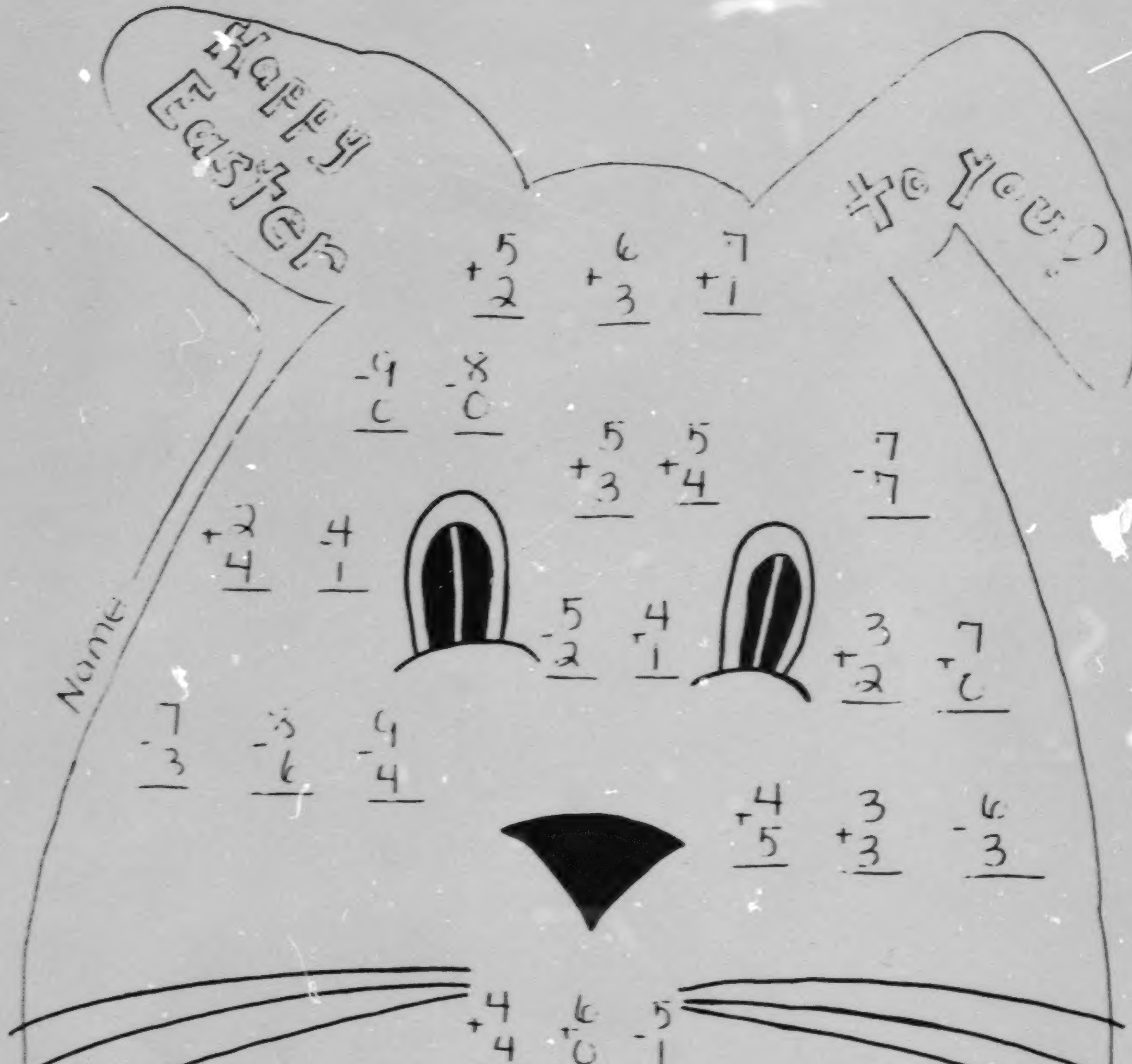
garden ______

rainbow ______

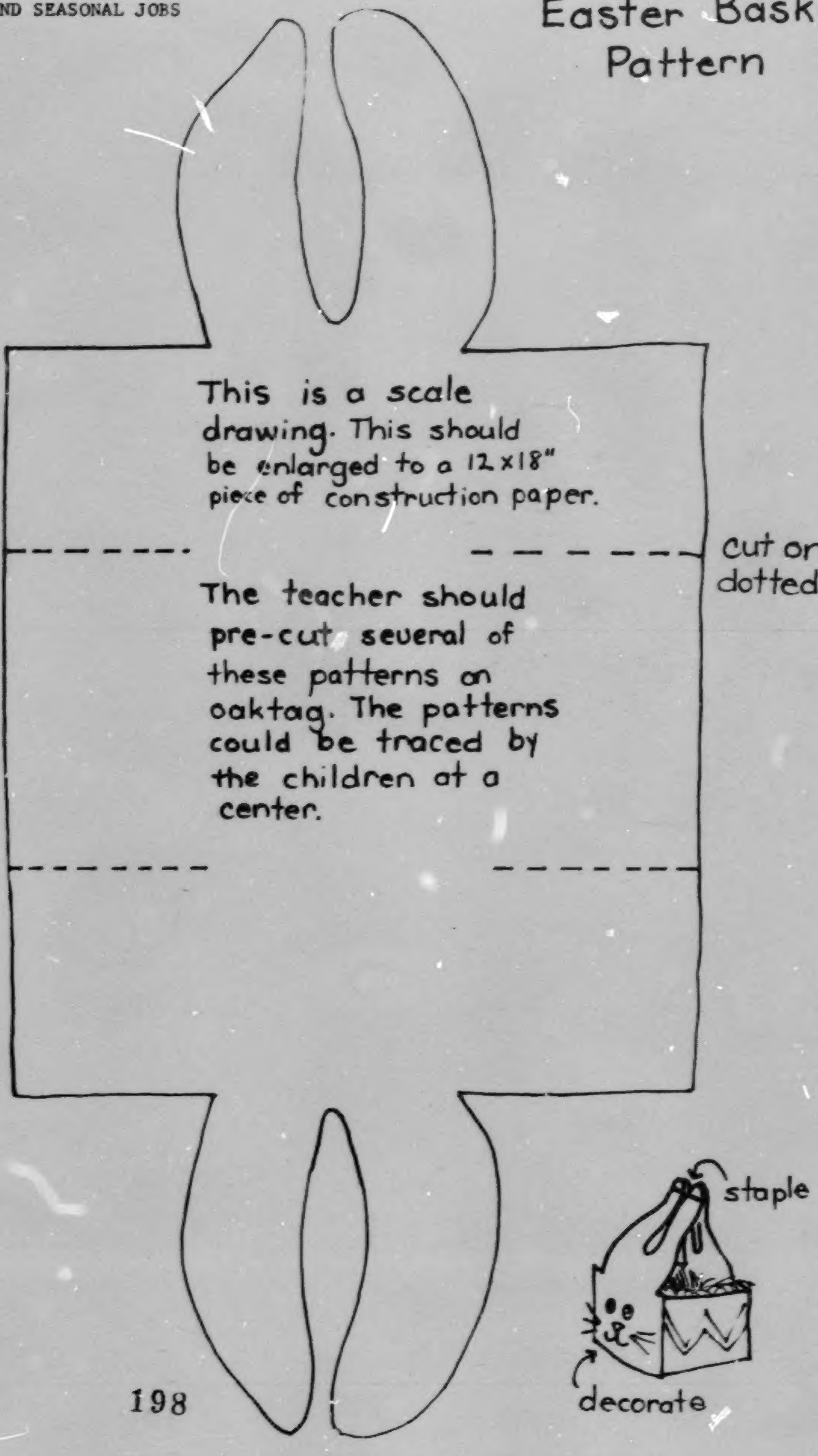
color ______

today ______

everyone ______


Happy Easter
to You!
Name
5 + 2
6 + 3
7 + 1
9 - 0
8 - 0
5 + 3
5 + 4
7 - 7
2 + 4
4 - 1
5 - 2
4 + 1
3 + 2
7 + 0
7 - 3
8 - 6
9 - 4
4 + 5
3 + 3
6 - 3
4 + 4
6 + 0
5 - 1
6 + 2
3 + 4
7 - 2
6 + 3
8 - 2
5 - 3

Easter Basket Pattern

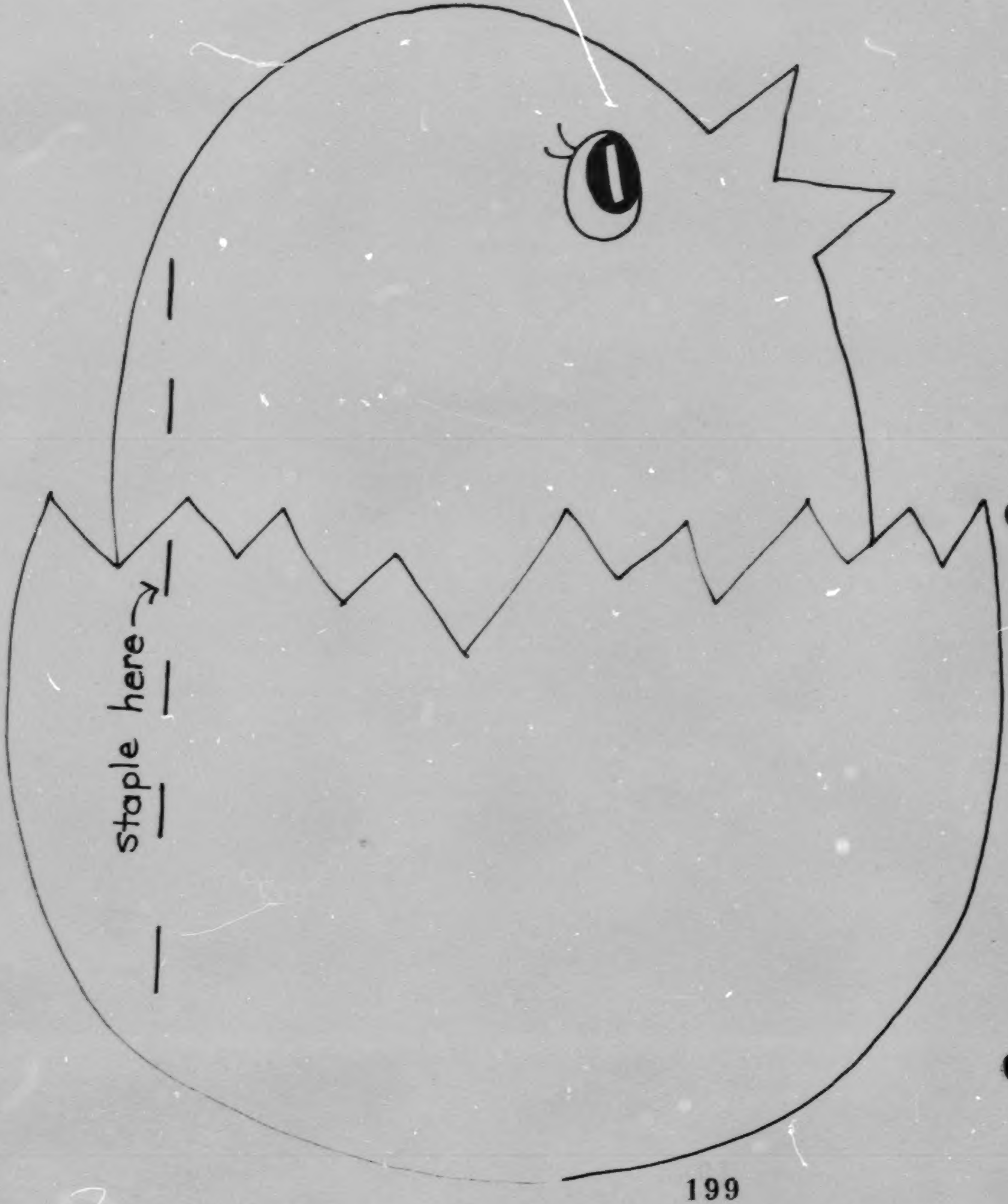


This is a scale drawing. This should be enlarged to a 12 x 18" piece of construction paper.

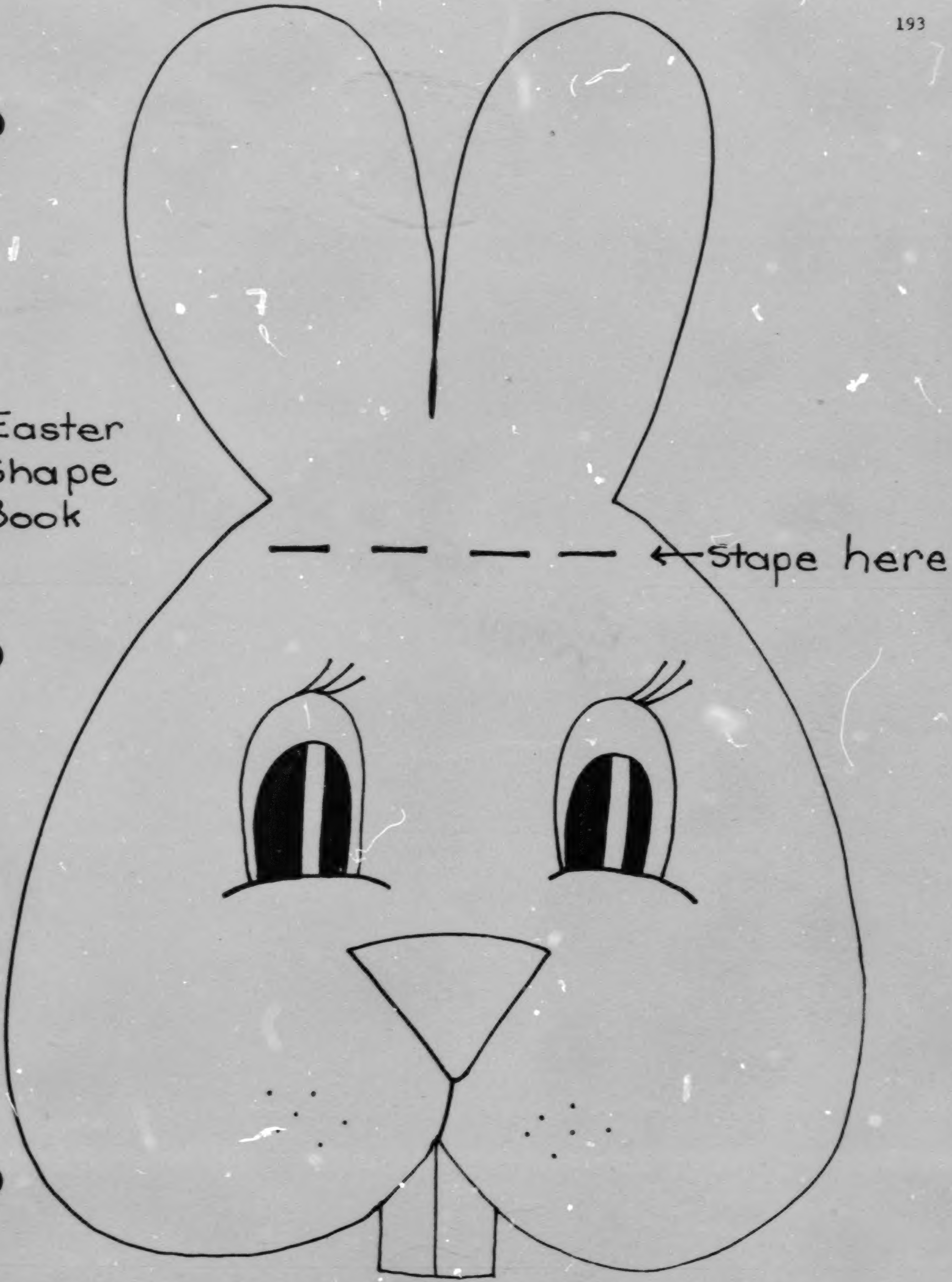
cut on dotted lines

The teacher should pre-cut several of these patterns on oaktag. The patterns could be traced by the children at a center.

Language Arts: Easter Shape Book


staple here

Easter
Shape
Book



FROM HOME AND SCHOOL- LIVING AND GROWING TOGETHER

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: FROM HOME AND SCHOOL - LIVING AND GROWING TOGETHER

GRADE LEVEL: K-2

GENERAL OVERVIEW: Children need to feel comfortable in their school environment. Familiarity with staff members, their purposes, location and building facilities will help children orientate themselves.

For many of the children, these first days in school will be the first organized group experience. Each child needs to feel happy about being a part of the school community. He learns that he has responsibilities. His responsibility is as a learner. The school's personnel and equipment aid in facilitating the learning process.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Films:
Helpers at School
How Families Live Together - Benefic Press
How Schools Help Us - Chicago
Helpers at our School
Beginning Responsibility: Doing Things for Ourselves in School
Beginning Responsibility: Rules at School

Flat Pictures:
Pictures 1-19 about school helpers from the Social Studies materials listed above (Field Publications)
Schools Around the World (from the Social Studies materials, Schools, Families and Neighborhoods, Field Educational Publications)

Filmstrips & Records:
Wally the Worker Watcher
The Newspaper Boy
The Junior Home Maker
What Else Do Fathers Do
Just What Do Mothers Do
Safety In Using Tools - Longfellow I.M.C.
Our School
Our Job In School
School Courtesy
School Friends and Activities
School Helpers

Books: How Schools Help Us - Hage and Ryan, Benefic Press
The Smallest Boy in the Class - Beim
My Time of Year - Dow
The Little School at Cottonwood Corners
Days I Like - Hawkinson
Bingity Bangity School Bus
The Giraffe Who Went to School

2. Field Trips:

Tour of school building
Tour of neighborhood around school
A visit from another class and a visit to their school
Visit the different school workers within the school

3. Human Resources:

Learning Resource Teacher
Clerk
Guidance Counselor
Former graduates
Crossing Guard
Speech Teacher
Our school staff:
  a. Principal - Greets children in her office and in room
  b. Secretary - Demonstrates use of typewriter and ditto machine
  c. Teacher - Demonstrates use of movie projector, filmstrip projector, tape recorder and listening post - teaches correct use of equipment, used by children
  d. Nurse - Talks to children
  e. Custodian - Talks to children - they see him at work
Parent volunteers, working in the classroom
Instruction given parent volunteers:
  Daily schedule
  Units planned for the year
  Behavioral objectives for the year
  Ways parents can help
  Share your job or hobby with the class
  Supervise free play
  Prepare art materials
  Assist with art projects
  Assist with special projects: cooking, sewing, crafts, carpentry
  Library - take small groups to the library to select books
  Story reading or story telling
  Dramatics
  Music - singing or playing an instrument
  Field trips - driving or walking with the group
  Bring your pet to visit
  Make flash cards, games, and audio-visual materials
  Take pictures of the class
  Run the tape recorder
  Make tapes for the listening post

4. Activities:

Construction of costumes and role playing
Life size replicas of school helpers
Making helping hands
Experimenting with our senses
Hearing - experimenting with sounds

Role playing experiences:

Taking parts of various staff members
Charades
Make simple role playing costumes
Practice each job in room
Role playing is done during "free play" in the doll house, also using large blocks for various kinds of buildings and forms of transportation, in the sand box, on the climbing bars, also chairs, and areas under tables. Dress up clothes are used including sailor hats and nurse's uniforms.
More formal role playing is done in a game situation
The child pantomimes career

UNIT TITLE: FROM HOME AND SCHOOL

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills Discussion Brainstorming Experience story telling Creative writing Role playing Interviewing	Participate in making a list of questions to be asked school workers Participate in role playing Interview school helpers Name the workers in the school and tell what they do Write a short description of each school worker Dictate stories to teacher or write own stories using story starters
Math Counting, adding, subtracting of days of the week Time One to one correlation Sets	Identify number of staff members a) total b) subsets in geographical areas Compare sets of men and women Compare days of week of specials Plan time needed for jobs, time to perform jobs Count the children in the room Count the days of the month using the calendar Name the days of the week Pass out materials correctly, one item to each child

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Dictate stories. "The first day of school, I felt.........." "In school we ...." "The school secretary does ...." "I like my mother to help at school because.........." Speak in complete sentences Participate in a group discussion Dictate sentences and finish beginning sentences Role playing various jobs interviewing staff Writing letters in form of poetry - "If I were the.........."	
Make a calendar Make a plan sheet for time spent on each learning area	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Role play the activity of various staff members	
Record yes and no answers to questions they will ask of staff	
List five different occupations within the school	
Match each person with his or her job	

UNIT TITLE: FROM HOME AND SCHOOL (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Physical	
Motor skills Developing eye-hand coordination	Use eyes and hands together to make a helping hand
Art	
Separating materials Combining	Cut out a circle, a leaf, etc. on the line drawn Learn to apply paste to paper Follow directions in cutting, pasting and assembling items Use paints, finger paints, crayons, clay, etc. properly and creatively Learn to use a variety of art materials

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Place hand on paper, trace hand, cut out pattern and paint paper hand	

UNIT TITLE: **FROM HOME AND SCHOOL** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Seasonal changes How we learn: Using the five senses Directional poles and geographical location of building	Name the four seasons Name the five senses Identify geographical location of areas in building
Career Awareness Purpose of all jobs a) how they directly affect children b) how employees are interdependent upon each other Reasons for choice of school work Training required to perform job Location of work within building Job characteristics (advantages and disadvantages)	Participate in class discussion stressing why people work and why we work in the room a) the importance of each room job b) need to plan work time c) need to work together List advantages and disadvantages of school worker jobs and classroom jobs

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Give each child a piece of 18" x 24" newsprint and have them divide it into four sections drawing one picture for each season	
Make a large mural showing school helper doing his job	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LIFE-SIZED REPLICAS OF SCHOOL HELPERS

II. ACTIVITY FORMAT:

A. Tools and Materials

paper large enough for child to lie on full length
poster paint
brushes
magic markers
buttons or other sewing notions for trimming

B. Human Aides and Resources

School helper models
Parent aids if desired

C. Procedures for this activity (with helpful hints)

1. Interview workers for special equipment related to job. Suggested personnel: principal, secretary, teacher, nurse, custodian, speech teacher, crossing guard, guidance counselor, clerk, Learning Resource Teacher, music teacher, gym teacher, art teacher.
2. Divide children according to number of figures being made.
3. Trace outline of child on paper. Dress figure in appropriate costume. Use carton balloons for captions.
4. Use figures for hall decorations.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

May be given to each school worker.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING HELPING HANDS

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors
construction paper
pencil

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Children trace hands on construction paper
2. Cut out each hand
3. Teacher puts child's name on hands
4. Child keeps one hand
5. Put other hand up on bulletin board to indicate job child is to do that week. Choose a new boy and girl for each job each week (on Monday).

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EXPERIMENTING WITH OUR SENSES

II. ACTIVITY FORMAT:

A. Tools and Materials

assorted vegetables and fruits
household objects
binoculars
magnifying glass
color paddles red, yellow, blue

B. Human Aides and Resources

Parent helpers

C. Procedures for this activity (with helpful hints)

Learning with our five senses:

Tasting:	Golden delicious apples, prunes, raisins (black and golden), carrot strips, celery, apple butter on graham crackers, fresh pineapple, sugar cane, fresh coconut
Cooking and Tasting:	Popcorn, white and yellow (white was shelled off from the cobs), squash, pumpkin pies, pumpkin seeds, roasted
Feeling:	Done in groups of 6 or 7; feeling an object in a box and telling what it is, what it is used for, and what it is made of. Each child has 5 or 6 turns. (Example: pine cone, sea shell, egg beater, hammer, etc.)
Smelling:	In baby food jars, soap, perfume, onion, orange, peanut butter, cinnamon, clove, fresh ginger root
Seeing:	Looking at objects through: binoculars, magnifying glass, a jar of water, which magnifies, a spy glass, color paddles of red, yellow and blue

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY:

HEARING - EXPERIMENTING WITH SOUNDS

II. ACTIVITY FORMAT:

A. Tools and Materials

yardstick
alarm clock
rubber bands
vacuum cleaner base
spatula
pop bottles
rattle boxes
cooking fork
sea shell
pail
drum
rice
2 pr. sticks

B. Human Aides and Resources

Parent helpers

C. Procedures for this activity (with helpful hints)

Hearing: Working in groups of 6 or 7, experimenting with sounds. Following is my outline for this activity.

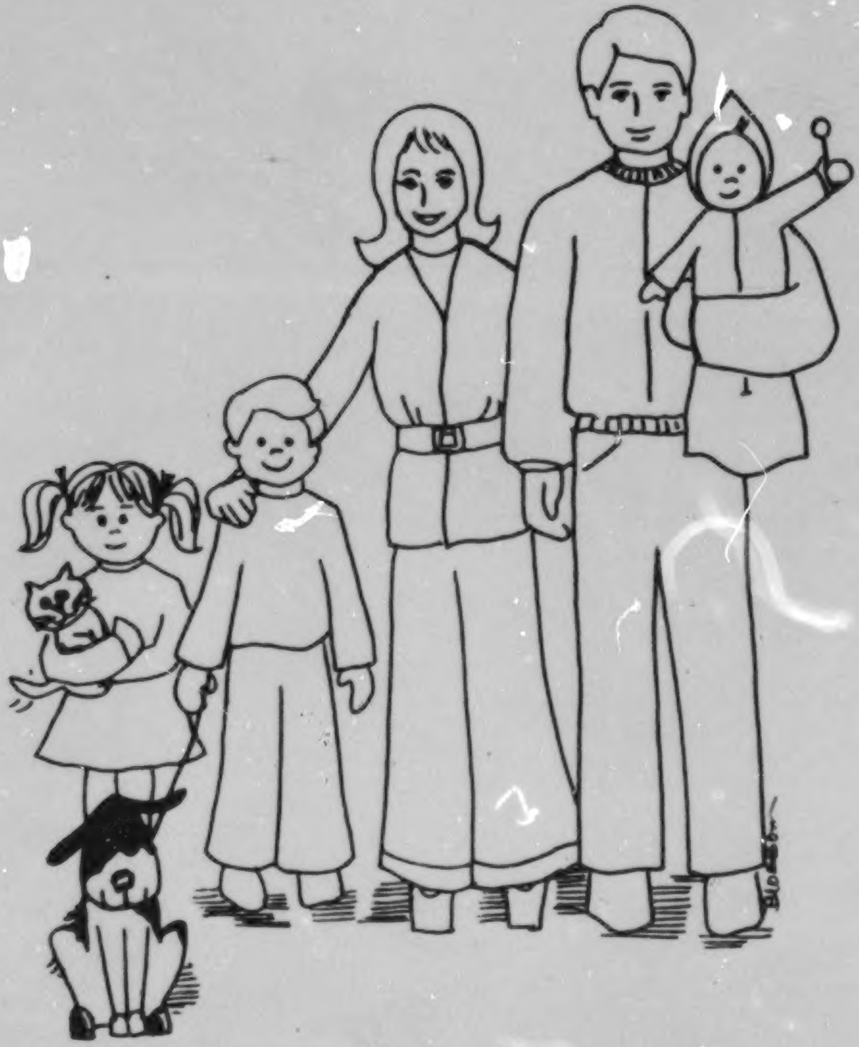
Experimenting with sounds:
Sounds are produced when something is vibrating (moving back and forth).

They can be produced by:
1. Plucking (a rubber band)
2. Strumming (a guitar)
3. Scratching
4. Rubbing (violin bow)
5. Blowing (horn)
6. Shaking (maracas)
7. Hitting (baseball)
8. Striking (drum or chimes)

Some of the sounds we have listened to in kindergarten are:
1. Say "Hello" and feel the vibrations of your own throat.
2. Yardstick: drag along floor with one end placed in front of ear to hear how sound travels through wood. Also place an alarm clock to hear ticking through wood.
3. Tuning fork, tap on table, place in front of ear, hear musical note.
4. Rubber band - hold in teeth and pluck.
5. Hose from vacuum cleaner (or garden hose with funnel at each end) and talk to self or others.
6. Spatula - place handle on table, vibrate (metal off edge of table) listen with ear on table.
7. Sea shell - hold to ear.
8. Spoon on string - sound travels through string. Wind string around finger and place in front of ear opening.

9. Talk into pail, hear voice echo back.
10. Comb - vibrate teeth on edge of table or with a pencil. Also, wrap with tissue paper and hum. Feel vibration.
11. Fill drum with rice, to show vibration.
12. Bottle scale - bottles filled with different amounts of water.
13. Two pairs of sticks, different sizes. Hit together to hear differences in sound.
14. Rattle boxes with different things in them; beans, rice crispies, bird seed, etc.

Personal comments: Although this unit began with the first day of school and continued for over two months, the "getting acquainted with school" continues throughout the kindergarten year. Additional contacts with school personnel reinforce the child's concept of the job he does.



HOME AND FAMILY LIVING

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: HOME AND FAMILY LIVING

GRADE LEVEL: K-2

GENERAL OVERVIEW: Human behavior is shaped by the social environment. Members of a group learn to behave as part of a group. As the child studies family life in other parts of the world, he begins to realize that despite cultural diversity, all people shape their beliefs and behavior in an effort to satisfy fundamental needs.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Flat Pictures:	Children of Europe
Realia:	Doll - Brussels Doll - Lombardy Wooden shoes Doll - Russia
Record & Film-strips:	What Else Do Fathers Do? What Else Do Mothers Do?
Field:	Kindergarten Picture Set - Unit on Family
Book:	To Be A Pioneer - Burns and Hines
Film:	Colonial America - Fowler - The Fideler Co.
Film-strips:	If You Were a Boy Born in Afghanistan How Johnny Shaw Lives in Iran
Movies:	Niko - Boy of Greece Boy of Japan Story of Pablo - Mexican Boy

2. Field Trips:

Trip to grocery store
Trip to bakery
Royal Oak Police station
S.E.O.V.E.C. - children saw many people at work and viewed the machines being used. They made shape books for each class visited and

taped an "interview - radio show" upon our return.
Benedictine Apple Orchard
Ford Museum - Greenfield Village

3. Human Resources:

Parents at work
Problem solving situations: getting along at home and work
Mothers
Aide
Parents
Drivers for field trips

4. Activities:

Spaghetti Sauce
Pan rolls
Canning apple butter
Homemade egg noodles
Roller Movie - Our Trip to the Police Station
Inventing Machines

UNIT TITLE: HOME AND FAMILY LIVING

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Numbers Sets Comparison Size Counting Measurements in cooking	Identify members in family Total number in family Make comparisons - boys and girls in family Read a bar graph Make one of the following: Apple Butter, Pan Rolls, Spaghetti Sauce or Homemade Egg Noodles
Social Studies Map reading Family roles Awareness of others Weather Comparison Machines	Discriminate directions on map - north, south, east, west Discuss and compare children in a) Armenia b) Mexico c) Greece d) Italy Describe a family helping each other List reasons for family change Tell about family disagreement Identify physical location Compare weather in each country with ours

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
The child will observe the construction of a bar graph by the teacher showing the family members of each class member One to one representation of mother, father, brother, sister, grandparents (in the home) and pets Count and compare numbers of various members; i.e., (we had two times the number of brothers as sisters) Discuss increasing quantities of a recipe for Apple Butter, Pan Rolls, Spaghetti Sauce, and Homemade Egg Noodles, and determining amounts needed. Children will participate in a discussion of methods preserving foods, including canning process	
Locate his own home on a city sectional map Locate Emerson, Kimball, the ice rink and at least one park area on the sectional map Verbally list at least three uses of land as a result of a neighborhood walk to his home Trip to Benedictine Orchards, the child will be able to draw a picture showing land use different than that seen in his neighborhood (i.e., farm, orchard, Christmas tree nursery, cemetery, college, expressways, etc.) After discussion of the single-parent family, step family, adoptive family, grandparent in the home, etc., the child will be able to describe verbally one family structure different than his own Solve ditto on definition of work answering questions "yes" or "no"	

UNIT TITLE: **HOME AND FAMILY LIVING** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
Social Studies (Cont.)	As a result of this unit, each child will be able to:
Career/Self-Awareness Family occupations Necessary training Home location and job	List the duties of the chef and baker "Act out" role of a chef and baker "Act out" through role playing learning situations at home in which adults teach infants Participate in a field trip to at least one parent's place of work (Royal Oak Police Department) Contribute some article of realia (tool or product) from parent's job for our bulletin board and discuss or write about its use
Communication Skills Letter writing Experience Stories Vocabulary development Book making	Write and illustrate, over a two-week period, a book about mother's role Role play members of their family Write a story about a machine they made Write a thank-you note to police station Write or dictate a story about his parent's job

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Participate in one of four experiments showing how machines make work easier Cut from magazines and categorize machines as to their source of energy: fuel, electricity, muscles	
Illustrate members of his home family Discuss with class the kinds of jobs the members of his family have outside the home When available, the child will share some material or tool that is used in the occupation of a member of the family	
Discuss jobs utilizing new vocabulary Discuss mother's and father's work Invent a machine	

UNIT TITLE: HOME AND FAMILY LIVING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Music Dances Singing games Songs	Take part in games that originated in a foreign country Take part in a group sing featuring songs from other countries Learn a dance that originated in another country
Art Cutting Pasting Drawing Water color	Draw pictures of parents at work for bulletin board Water color a picture for a roller movie showing sequence of events when their father or mother goes to work Invent and construct a machine

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Group sing Circle of individual dances Play any foreign game of your choice	
Illustrate the kind of occupation (usually father) of family member and dictate description Class discussion, view films and reading Contribute pictures from magazines to a class mural showing people or families at work	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ROLLER MOVIE - OUR TRIP TO THE POLICE STATION

II. ACTIVITY FORMAT:

A. Tools and Materials

cardboard box
ditto paper
dowel rods
masking tape

B. Human Aides and Resources

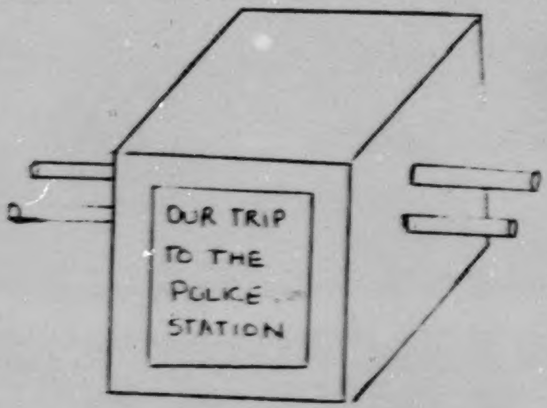
Teacher Aide

C. Procedures for this activity (with helpful hints)

1. Discuss trips and order of events.
2. List order of events on board.
3. Sign up children to illustrate each one.
4. Each child illustrates with black crayon and water colors on a ditto sheet (correct size and texture for rolling) one of the events listed on board.
5. Teacher and/or aide writes sentences for each child on picture as he dictates it.
6. Aide tapes all pictures together in order and attaches to roller.

II. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We taped the story, each child recording his own part, so we could listen to it and share it with others.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INVENTING MACHINES

II. ACTIVITY FORMAT:

A. Tools and Materials

tool panel
odds and ends from home:
wood
caps
pipe cleaners
yarn
styrofoam
buttons
sticks

B. Procedures for this activity (with helpful hints) 4 Sessions

1. Plan together orally machines we would like to invent.
2. Children draw machines they would like to make ("Idea" paper). (They must keep in mind the materials available - these should be here already.)
3. Construct machines.
4. Paint machines.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SPAGHETTI SAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

large pot	wooden spoon
measuring spoons	mixing bowls
hot plate	5-1/2 lbs. noodles

B. Human Aides and Resources

Parents
Aide

C. Procedures for this activity (with helpful hints)

LONGFELLOW-SECOND GRADERS' SPAGHETTI SAUCE

20 lbs. ground beef (or make meat balls)
3 large onions, chopped fine
3 bay leaves
4 T. oregano
4 T. sweet basil
3 T. salt
1 T. black pepper
1 T. ground garlic (salt) or 2 garlic bulbs
1 #10 can tomato paste
2 #10 can chili sauce or spaghetti sauce
1 T. sugar
2 cups parmesan cheese (ground)
If making balls, add 4 eggs

Brown meat in large pot
Add 3 qts. water
Add onions, bay leaves, basil, salt, pepper, garlic, tomato paste, and chili sauce
Simmer 30 min., then add cheese
Simmer 1-1/2 hours

Serves 75

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. **NAME OF ACTIVITY**

CANNING AND LABELING APPLE BUTTER

II. **ACTIVITY FORMAT**:

A. Tools and Materials

- clean baby food jars and lids
- red paper
- crayons
- patterns
- rubber stamp
- scissors
- paste
- spoons

B. Procedures for this activity (with helpful hints)

Assembly line

1. Washing and drying jars and lids
2. Filling jars
3. Wiping clean
4. Putting on lids
5. Carrying jars to label area
6. Tracing apple label
7. Coloring apple stem and leaves
8. Cutting out label
9. Stamping "BUTTER" (commercial stamp)
10. Inspecting labels
11. Pasting labels on jars
12. Delivering apple butter to special people

III. **RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)**

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANNING APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

apples and other ingredients
large kettles
food mills
paring knives
clean baby food jars

B. Procedures for this activity (with helpful hints)

Recipe for Apple Butter

1 bushel apples
6 lbs. brown sugar
2 t. cinnamon
2 t. all spice
Water to cover

Cook quartered apple till soft - strain through food mill and/or collandar. Add other ingredients and cook over low heat (be careful of sticking) all day!

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAN ROLLS

II. ACTIVITY FORMAT:

A. Tools and Materials

measuring cup
mixing spoon
cookie sheet
large bowl
board

B. Human Aides and Resources

Parent
Teacher Aide

C. Procedures for this activity (with helpful hints)

1 cup milk
1/4 cup sugar
1 teaspoon salt
1/4 cup (1/2 stick) margarine

1/2 cup warm water
2 pkg. or cakes yeast
2 eggs, beaten
5-1/4 cups sifted flour (about)

Scale milk; stir in sugar, salt and margarine. Cool to lukewarm. Measure warm water into large bowl. Sprinkle or crumble in yeast. Stir until dissolved. Add lukewarm milk mixture, eggs, and 2 cups of flour. Beat until smooth. Stir in enough remaining flour to make soft dough. Turn out onto lightly floured board; knead until smooth and elastic, about 8 - 10 minutes. Place in greased bowl, turning to grease top. Cover; let rise in warm place, free from draft, until double in bulk, about 30 minutes. Punch down. Turn out on lightly floured board. Proceed according to directions for any shape desired.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HOMEMADE EGG NOODLES

II. ACTIVITY FORMAT

A. Tools and Materials

measuring spoons
mixing bowl
large cutting board
noodle machine

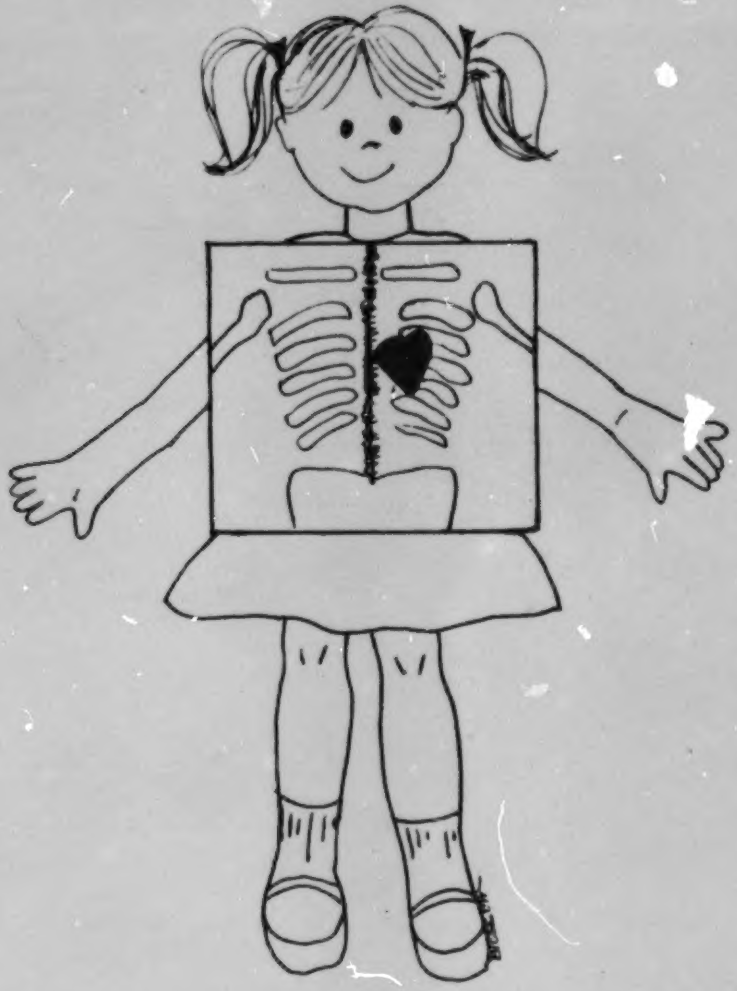
B. Human Aides and Resources

Parent
Aide

C. Procedures for this activity (with helpful hints)

Sift into large bowl a mixture of:
4 cups sifted flour
1/2 teaspoon salt
Make a well in center of flour. Add one at a time (mixing slightly after each addition)_4 eggs. Add gradually about 6 tablespoons cold water. Mix well to make stiff dough. Turn dough into lightly floured surface and knead. Knead dough by folding opposite side over toward you. Using heels of hands, gently push dough away. Give it a greater turn. Repeat process rhythmically until the dough is smooth and elastic. Always turn the dough in the same direction. Let dough set about 20 minutes,then proceed to cut. Yields approximately 1-1/4 lb. dry noodles. Double above to suit number served.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



HUMAN BIOLOGY

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Participate in one of four experiments showing how machines make work easier Cut from magazines and categorize machines as to their source of energy: fuel, electricity, muscles	
Illustrate members of his home family Discuss with class the kinds of jobs the members of his family have outside the home When available, the child will share some material or tool that is used in the occupation of a member of the family	
Discuss jobs utilizing new vocabulary Discuss mother's and father's work Invent a machine	

UNIT TITLE: HOME AND FAMILY LIVING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Music Dances Singing games Songs	Take part in games that originated in a foreign country Take part in a group sing featuring songs from other countries Learn a dance that originated in another country
Art Cutting Pasting Drawing Water color	Draw pictures of parents at work for bulletin board Water color a picture for a roller movie showing sequence of events when their father or mother goes to work Invent and construct a machine

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Group sing Circle of individual dances Play any foreign game of your choice	
Illustrate the kind of occupation (usually father) of family member and dictate description Class discussion, view films and reading Contribute pictures from magazines to a class mural showing people or families at work	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ROLLER MOVIE - OUR TRIP TO THE POLICE STATION

II. ACTIVITY FORMAT:

A. Tools and Materials

cardboard box
ditto paper
dowel rods
masking tape

B. Human Aides and Resources

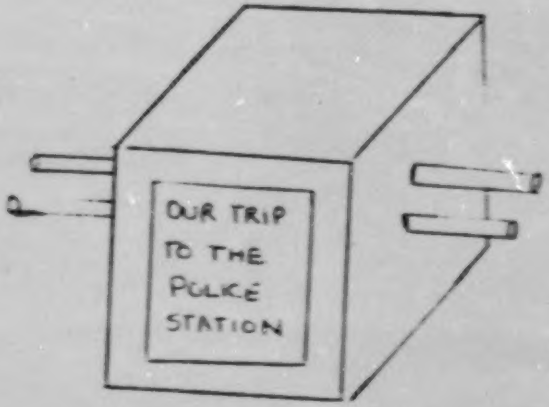
Teacher Aide

C. Procedures for this activity (with helpful hints)

1. Discuss trips and order of events.
2. List order of events on board.
3. Sign up children to illustrate each one.
4. Each child illustrates with black crayon and water colors on a ditto sheet (correct size and texture for rolling) one of the events listed on board.
5. Teacher and/or aide writes sentences for each child on picture as he dictates it.
6. Aide tapes all pictures together in order and attaches to roller.

II. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We taped the story, each child recording his own part, so we could listen to it and share it with others.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INVENTING MACHINES

II. ACTIVITY FORMAT:

A. Tools and Materials

tool panel
odds and ends from home:
wood
caps
pipe cleaners
yarn
styrofoam
buttons
sticks

B. Procedures for this activity (with helpful hints) 4 Sessions

1. Plan together orally machines we would like to invent.
2. Children draw machines they would like to make ("Idea" paper). (They must keep in mind the materials available - these should be here already.)
3. Construct machines.
4. Paint machines.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SPAGHETTI SAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

large pot	wooden spoon
measuring spoons	mixing bowls
hot plate	5-1/2 lbs. noodles

B. Human Aides and Resources

Parents
Aide

C. Procedures for this activity (with helpful hints)

LONGFELLOW-SECOND GRADERS' SPAGHETTI SAUCE

20 lbs. ground beef (or make meat balls)
3 large onions, chopped fine
3 bay leaves
4 T. oregano
4 T. sweet basil
3 T. salt
1 T. black pepper
1 T. ground garlic (salt) or 2 garlic bulbs
1 #10 can tomato paste
2 #10 can chili sauce or spaghetti sauce
1 T. sugar
2 cups parmesan cheese (ground)
If making balls, add 4 eggs

Brown meat in large pot
Add 3 qts. water
Add onions, bay leaves, basil, salt, pepper, garlic, tomato paste, and chili sauce
Simmer 30 min., then add cheese
Simmer 1-1/2 hours

Serves 75

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANNING AND LABELING APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

clean baby food jars and lids
red paper
crayons
patterns
rubber stamp
scissors
paste
spoons

B. Procedures for this activity (with helpful hints)

Assembly line

1. Washing and drying jars and lids
2. Filling jars
3. Wiping clean
4. Putting on lids
5. Carrying jars to label area
6. Tracing apple label
7. Coloring apple stem and leaves
8. Cutting out label
9. Stamping "BUTTER" (commercial stamp)
10. Inspecting labels
11. Pasting labels on jars
12. Delivering apple butter to special people

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANNING APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

apples and other ingredients
large kettles
food mills
paring knives
clean baby food jars

B. Procedures for this activity (with helpful hints)

Recipe for Apple Butter

1 bushel apples
6 lbs. brown sugar
2 t. cinnamon
2 t. all spice
Water to cover

Cook quartered apple till soft - strain through food mill and/or collandar. Add other ingredients and cook over low heat (be careful of sticking) all day!

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAN ROLLS

II. ACTIVITY FORMAT:

A. Tools and Materials

measuring cup
mixing spoon
cookie sheet
large bowl
board

B. Human Aides and Resources

Parent
Teacher Aide

C. Procedures for this activity (with helpful hints)

1 cup milk
1/4 cup sugar
1 teaspoon salt
1/4 cup (1/2 stick) margarine
1/2 cup warm water
2 pkg. or cakes yeast
2 eggs, beaten
5-1/4 cups sifted flour (about)

Scale milk; stir in sugar, salt and margarine. Cool to lukewarm. Measure warm water into large bowl. Sprinkle or crumble in yeast. Stir until dissolved. Add lukewarm milk mixture, eggs, and 2 cups of flour. Beat until smooth. Stir in enough remaining flour to make soft dough. Turn out onto lightly floured board; knead until smooth and elastic, about 8 - 10 minutes. Place in greased bowl, turning to grease top. Cover; let rise in warm place, free from draft, until double in bulk, about 30 minutes. Punch down. Turn out on lightly floured board. Proceed according to directions for any shape desired.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HOMEMADE EGG NOODLES

II. ACTIVITY FORMAT

A. Tools and Materials

measuring spoons
mixing bowl
large cutting board
noodle machine

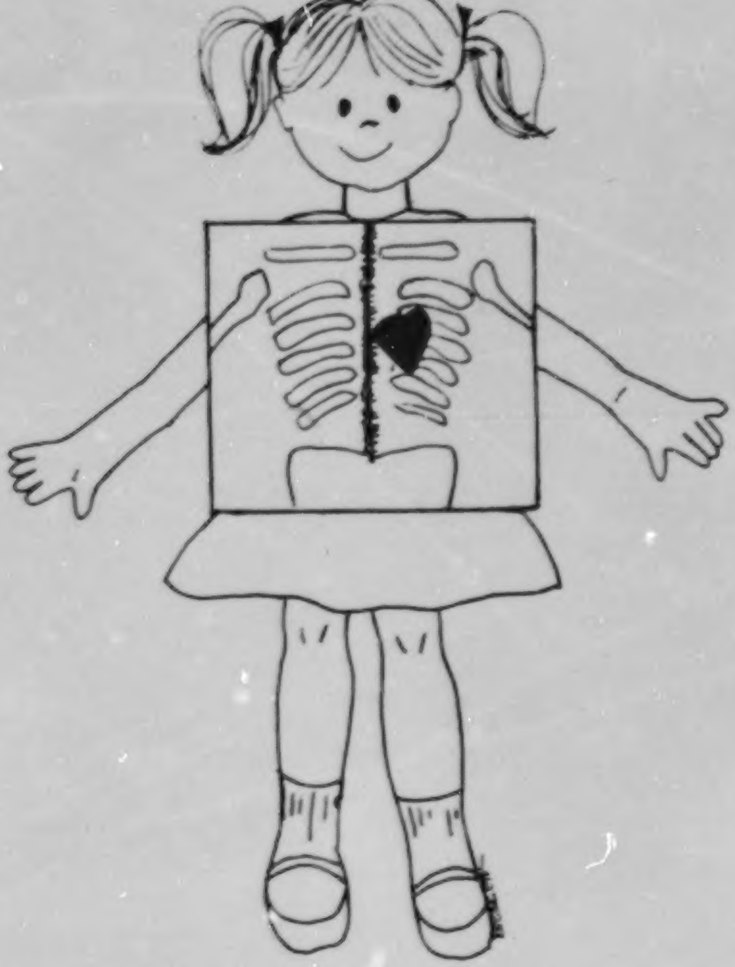
B. Human Aides and Resources

Parent
Aide

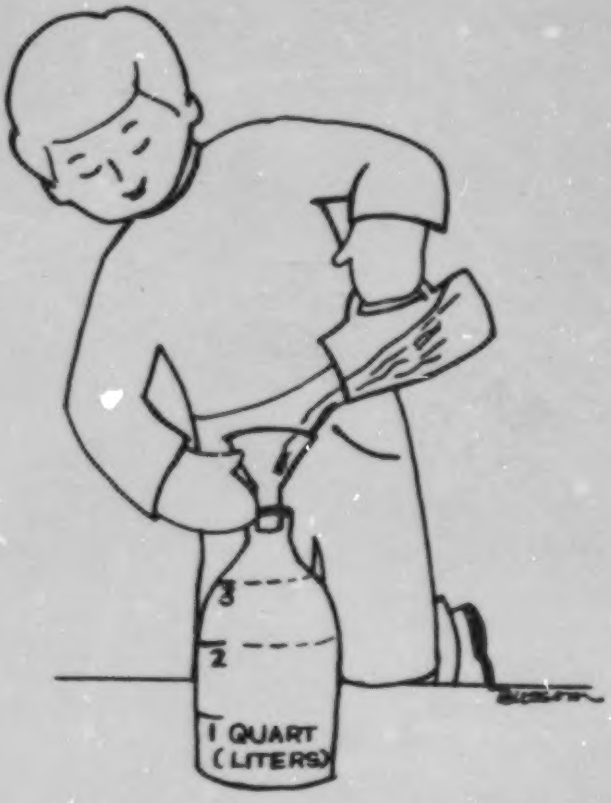
C. Procedures for this activity (with helpful hints)

Sift into large bowl a mixture of:
4 cups sifted flour
1/2 teaspoon salt
Make a well in center of flour. Add one at a time (mixing slightly after each addition)_4 eggs. Add gradually about 6 tablespoons cold water. Mix well to make stiff dough. Turn dough into lightly floured surface and knead. Knead dough by folding opposite side over toward you. Using heels of hands, gently push dough away. Give it a greater turn. Repeat process rhythmically until the dough is smooth and elastic. Always turn the dough in the same direction. Let dough set about 20 minutes,then proceed to cut. Yields approximately 1-1/4 lb. dry noodles. Double above to suit number served.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



HUMAN BIOLOGY


3
2
1 QUART
(LITERS)

LIQUID MEASUREMENT

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: LIQUID MEASUREMENT

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to help children learn correlation of different liquid measurements and gain an appreciation of some of the times we use liquid measurement.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

   Filmstrips: Measuring How Much

2. Field Trips:

   Hagelstein's Bakery

3. Human Resources:

   Short order chef

4. Activities:

   Liquid measurement table
   Making carbon dioxide
   Making brownies or peanut butter bars "from scratch"

   Role playing:

   Pharmacist preparing prescription
   Mother preparing recipe
   Nurse administering medication

UNIT TITLE: LIQUID MEASUREMENT

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills Creative writing Verbal expression Reading liquid measurements Listening	Explain what the terms "from scratch" and "cream" mean in a recipe Write a story about his/her experience of making brownies or peanut butter bars in class Listen attentively to stories read to them
Math Liquid measurement Introduction of metric	Relate how many cups are in a quart and half gallon and how many quarts are in a half gallon Relate that most of the world uses a "different" measuring system (Metric)

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
They will construct a Let's Measure Book	Filmstrip: Measuring How Much
Making carbon dioxide Making brownies or peanut butter bars Experiment with measuring water and different measuring contains - cup, quart, half gallon - liquid measurement table	

UNIT TITLE: LIQUID MEASUREMENT (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Displacement Chemical formulas Physical changes Chemical changes	Describe the physical change of an ice cube to liquid to water vapor Describe the chemical change created by mixing baking soda and vinegar with the resulting CO_2 Recall what happens to the level of water in a pail when an inflated balloon is submerged in the water
Art Communication in pictures Drawing Cutting Pasting	Prepare a booklet showing correlation of liquid measurement

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Experimenting and observing with an ice cube Experiment with baking soda and vinegar Experiment with an inflated balloon and water	
Illustrate Let's Measure Book	

UNIT TITLE: LIQUID MEASUREMENT (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Sciences Food and Drug Administration Product labeling	Collect five commercial labels which show liquid measures (recognition) Relate how the Food and Drug Administration has changed the labeling restrictions during the last few years
Career Awareness People and their jobs Training Tools	Describe what a wrong measurement and thus ruined product means to a company Describe five careers where liquid measurement is important Tell about the training program for one career listed above

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion of Food and Drug Administration Observing commercial labels	
Have the children make clay-dough without measuring - salt, flour and water (1 cup flour, 1/2 t. salt, 3 T. water) Brainstorming session on careers where liquid measurement would be used	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CARBON DIOXIDE (CHEMICAL CHANGE)

II. ACTIVITY FORMAT:

A. Tools and Materials

bkaing soda
bottle of vinegar
12 clean dry pop bottles
paper cups
clean-up facilities

C. Procedures for this activity (with helpful hints)

1. Group children in pairs and give each pair a clean dry pop bottle, a teaspoon of baking soda and 1/4 cup vinegar.
2. Have children describe characteristics of materials provided.
3. Have children place baking soda in the bottle and hold thumbs over mouths of bottle and describe what they feel.
4. Have children pour vinegar into the bottle and observe the reaction which takes place.
5. Again, have children hold thumbs over the mouth of bottles and describe what they feel.
6. Instruct children to describe the new material that is formed. Identify the gas as CO_2 for children.
7. Help children realize that heat (or energy) is required for chemical change to occur.

III. RESULTS OF THIS ACTIVITY (AFTERIMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAKING BROWNIES OR PEANUT BUTTER BARS

II. ACTIVITY FORMAT:

A. Tools and Materials

recipes
baking equipment
oven
baking supplies
paper plates
plastic wrap
masking tape
cooling racks

B. Human Aides and Resources

2 mother helpers (one mother to each group would be more advantageous)

C. Procedures for this activity (with helpful hints)

1. Hand out ballots day before and allow children to select which recipe they want to make (avoids confrontation with allergenic sensitivities to chocolate).
2. Group children.
3. Buy appropriate provisions.
4. Set up groups in kitchen with supervision.
5. Proceed with recipes - meantime, preheat oven.
6. Once batter is in oven, proceed with regular classroom procedure.
7. After bars are cool, divide bars according to family census - send home on plates.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

FUDGE BROWNIES

1/2 cup butter or margarine
1 cup granulated sugar
1 teaspoon vanilla
2 eggs
2 1 oz. squares unsweetened chocolate, melted
1/2 cup sifted all-purpose flour
1/2 cup chopped California walnuts

Cream first 3 ingredients. Add eggs; beat well. Blend in chocolate, then stir in flour and nuts. Bake in greased 8 x 8 x 2-inch pan at 325 degrees for 30 to 35 minutes. Cool. Cut in squares or diamonds.

PEANUT BUTTER BARS

1/2 cup peanut butter
1/4 cup butter or margarine
1 teaspoon vanilla
1 cup brown sugar
2 eggs
2/3 cups sifted all-purpose flour
3/4 cup chopped walnuts

Cream first 4 ingredients. Add eggs, one at a time; beat well. Stir in flour and walnuts. Spread mixture evenly in a greased 8 x 8 x 2-inch pan. Bake at 350 degrees for 25 to 30 minutes. Cool slightly before cutting. Cut in bars. Remove from pan; cool. Makes about 2-1/2 dozen bars.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LIQUID MEASUREMENT TABLE

II. ACTIVITY FORMAT:

A. Tools and Materials

- oil cloth table cover
- pail of water
- measuring cups
- different sized volume containers
- sponges
- mops
- chart of inquiries (i.e., how many cups in a quart?)
- paper towels

B. Human Aides and Resources

Understanding custodian

C. Procedures for this activity (with helpful hints)

1. Cover classroom wooden table with oil cloth and secure in place.
2. Each child is given a copy of attached booklet - which is a presentation of volume inquiries posted above table.
3. Two children at a time are allowed to use the table to discover answer to one question - then must relinquish the table to another child.
4. Child hands in booklet when he/she has it completed.

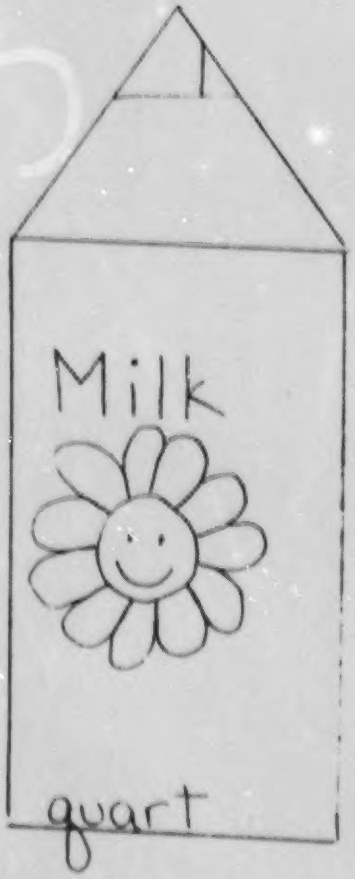
III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

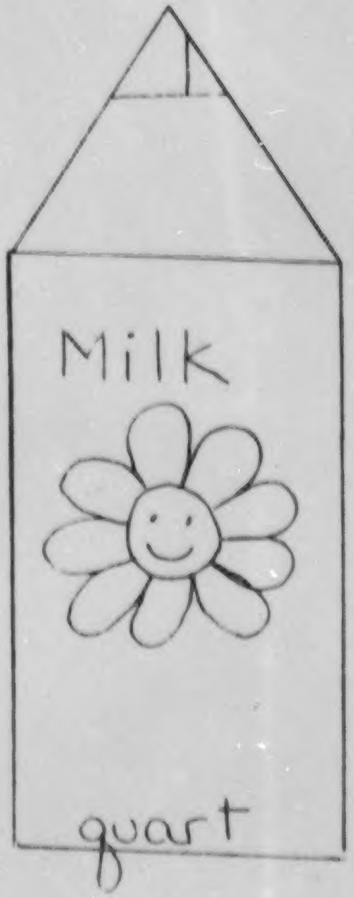
Keep mops, sponges, paper towels and wastebasket handy.

Let's

Measure

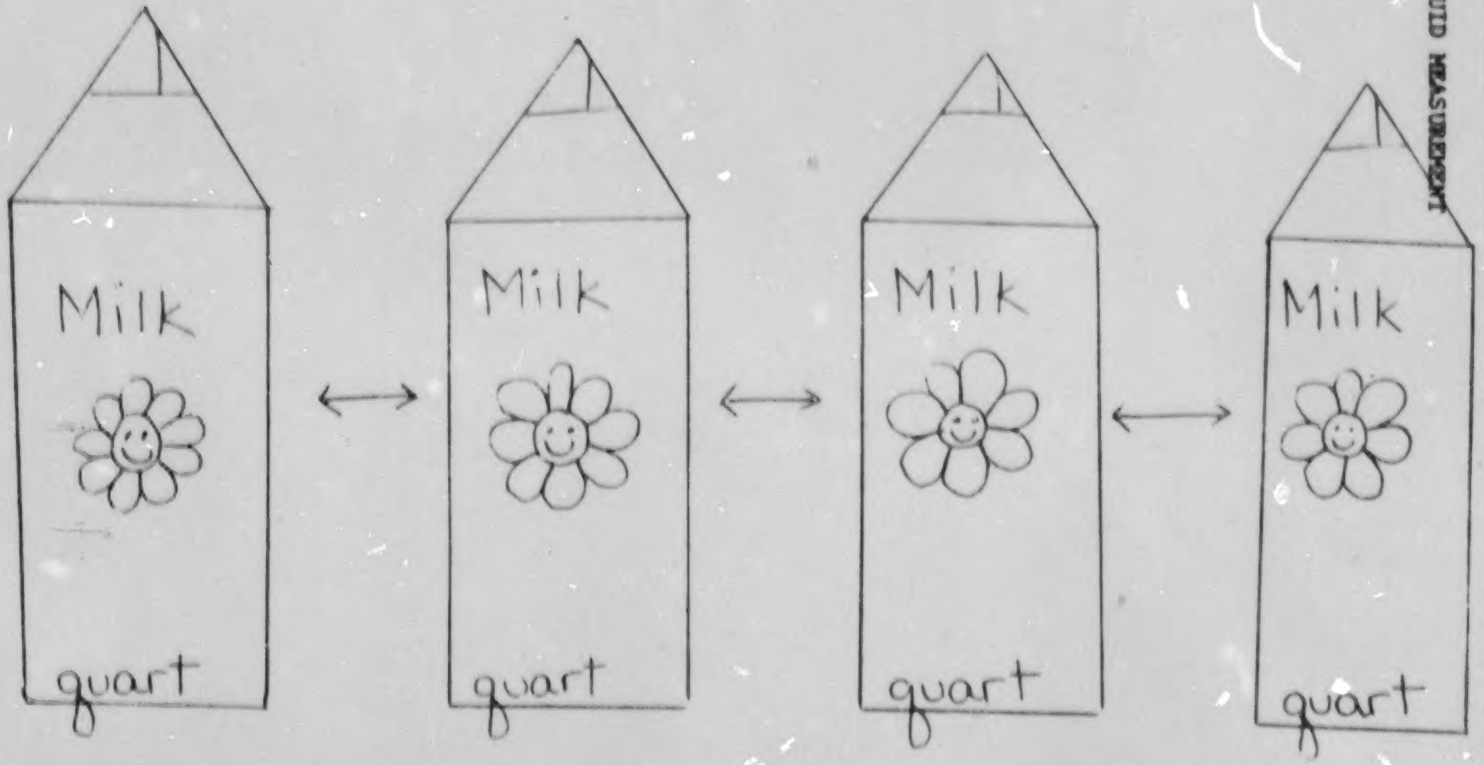
If you were to offer a treasure
of liquid gold,
I would want to know to measure
Before I'm very old.
You said I could have a pint,
And I did pour a quart.
I would be much richer, -
And you would end up short ?





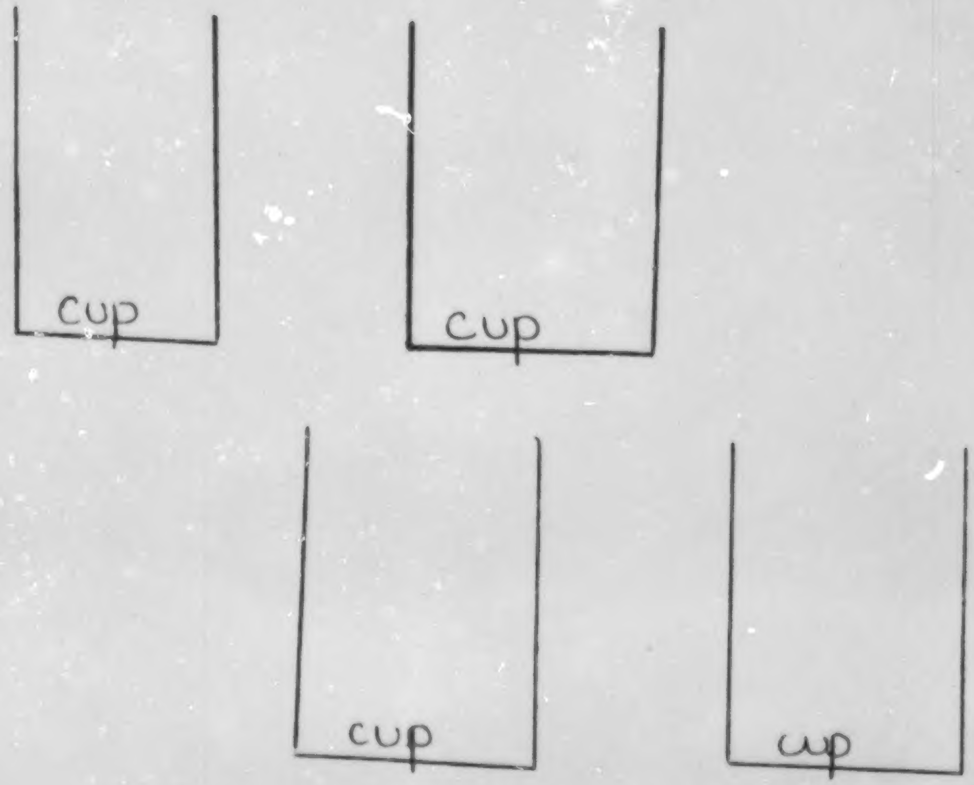
How many quarts in one-half gallon?

2 Two quarts


Milk
quart
Milk
quart
Milk
quart
Milk
quart

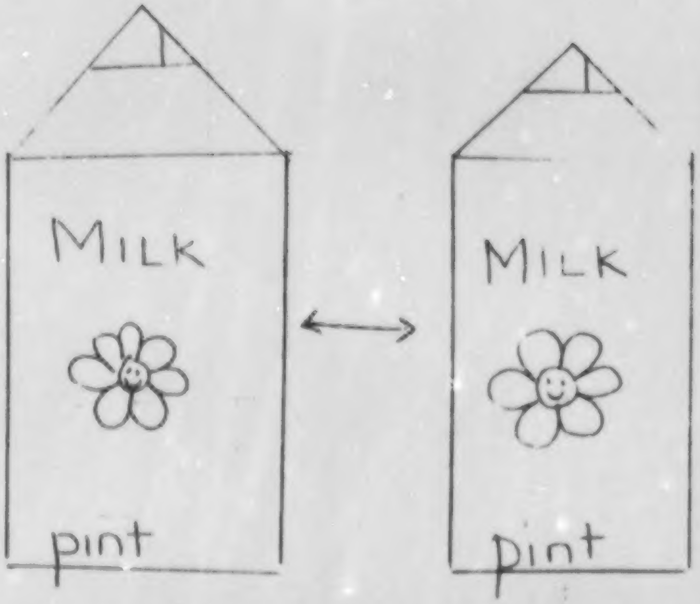
How many quarts in one gallon ?

4 four quarts


cup
cup
cup
cup

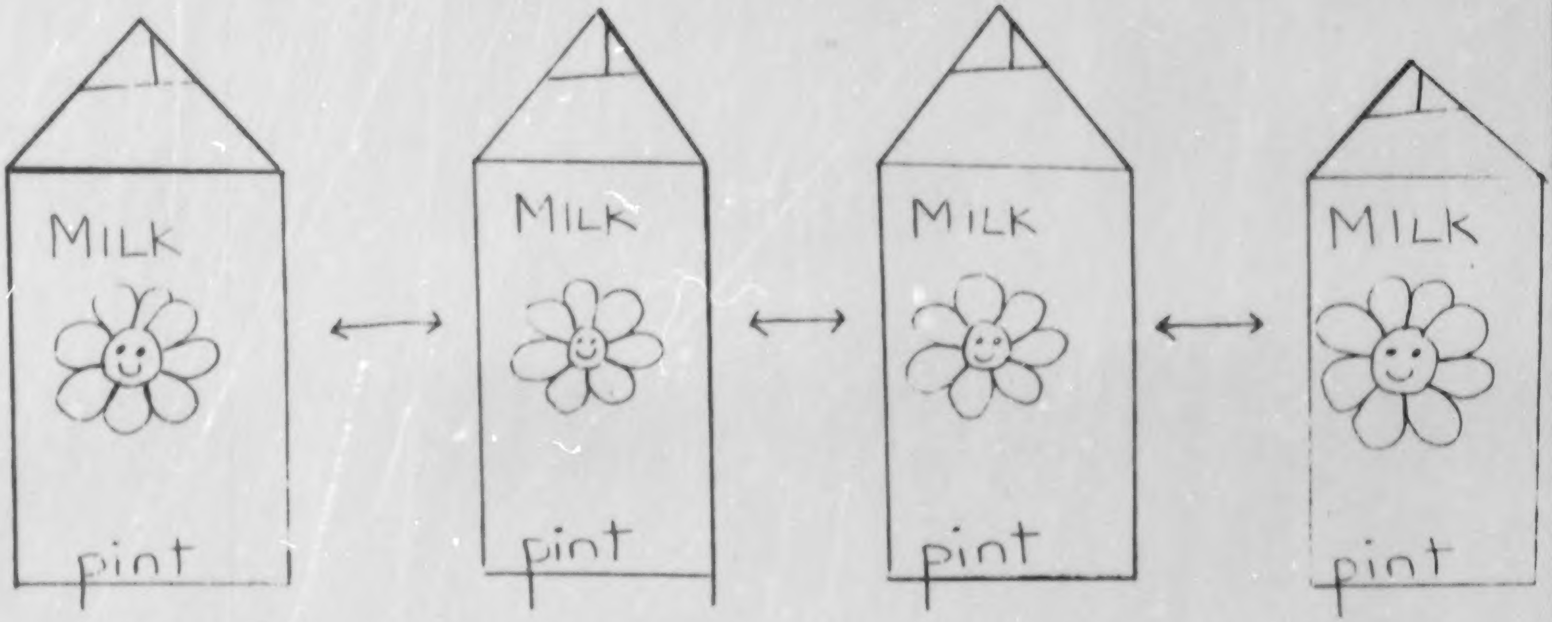
How many cups in one quart?

4 four cup


MILK
pint
MILK
pint

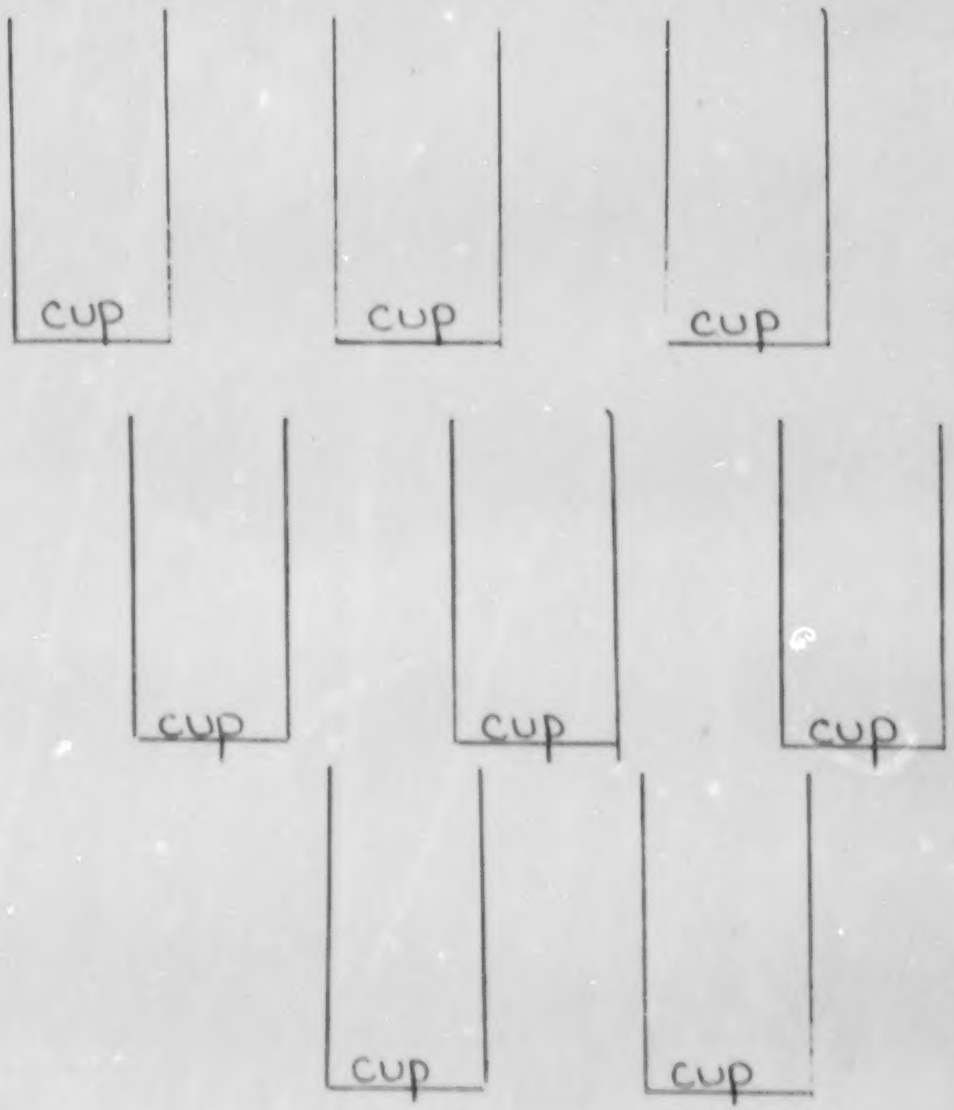
How many pints in one quart?

2 two pints


MILK
pint
MILK
pint
MILK
pint
MILK
pint

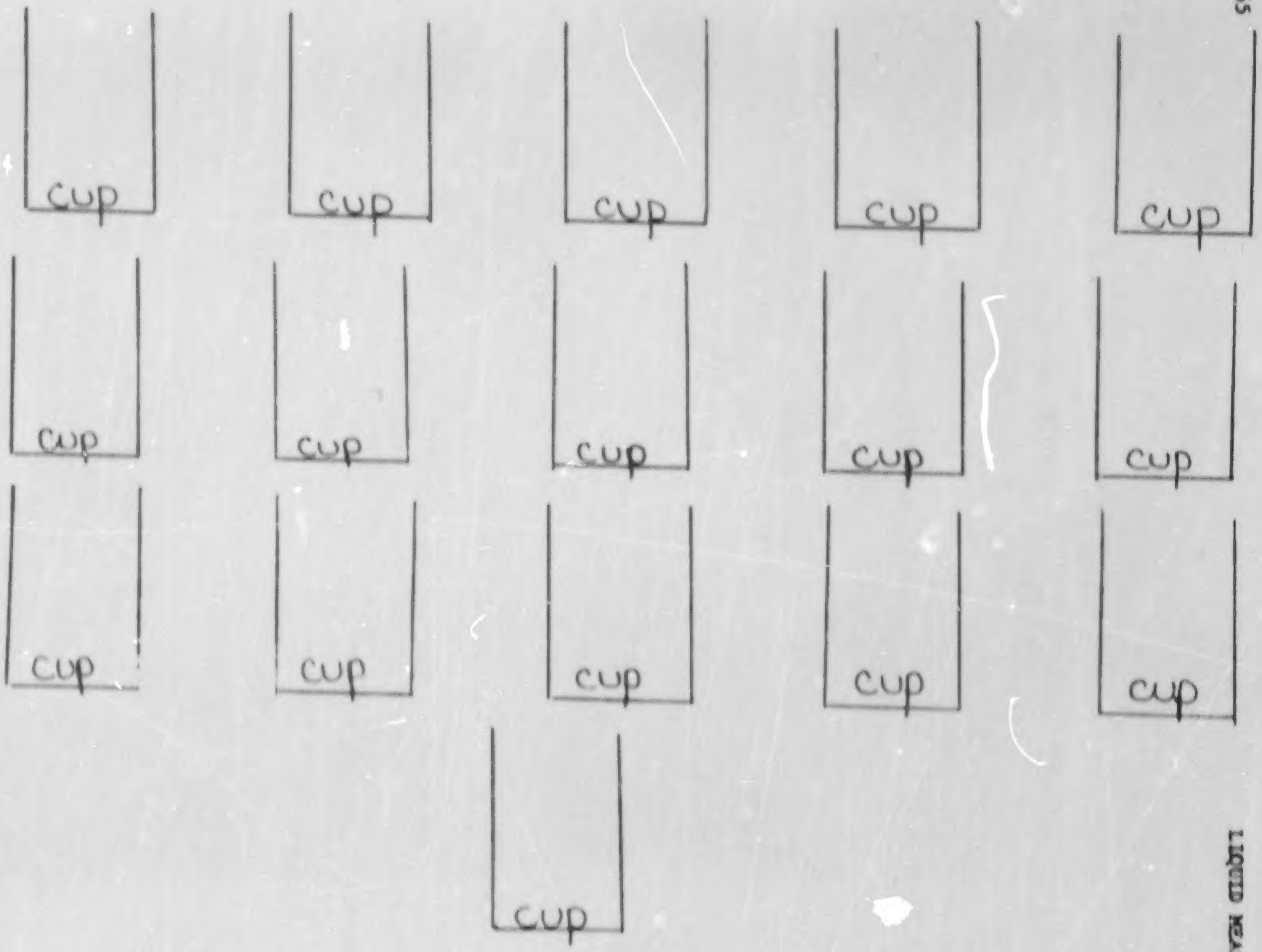
How many pints in one half gallon?

4 four pints


cup
cup
cup
cup
cup
cup
cup
cup

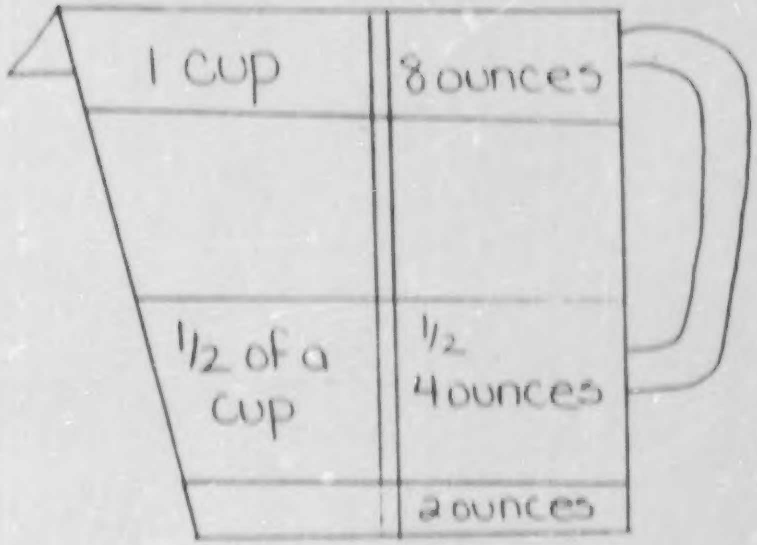
How many cups in one-half gallon?

8 eight cups


cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup

How many cups in one gallon?

16 sixteen cups


1 cup
8 ounces
1/2 of a cup
1/2
4 ounces
2 ounces

How many ounces in one cup?

8 eight ounces

MAGNETISM AND ELECTRICITY

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: MAGNETISM AND ELECTRICITY

GRADE LEVEL: K-2

GENERAL OVERVIEW: Primary introduction to magnetism and electricity as outlined in Science Guide.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Film 6
Book: Mickey's Magnet

Books: The First Book of Magnets - Freeman
Let's Find Out About Magnets - Knight
Electricity and How We Use It - Pine
True Book of Magnets and Electricity - Podendorf
What is a Magnet - Reuben
Magnets - Sacks

2. Field Trips:

Detroit Institute of Arts - Play: "Young Tom Edison"

3. Activities:

Eight science experiments

4. Listening Post:

Set of Mickey's Magnet and record - I.M.C.

UNIT TITLE: **MAGNETISM AND ELECTRICITY**

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Magnetism Simple circuits	Name the magnetic poles Name the parts of the magnet that are strongest Tell what a magnet will attract and repel Tell what objects magnetic force will pass through Tell what closed and open circuits are Tell two things about static electricity Share in evaluating their newly acquired knowledge
Communication Skills Creative writing Biographies	Write a thank-you letter Develop vocabulary using specialized terms Write creative stories Write a Thomas Edison biography Write a book using factual information Tell the difference between attraction and repulsion

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Cross grade with either 4th or 6th graders and participate in eight experiments showing science concepts	Royal Oak Science Guide - K-2 section 4th or 6th grade class within your building
Participate in small group and large group discussion	
List previous knowledge of magnetism and write both correct and incorrect concepts on chart paper - review concepts and evaluate results as a total class	
Make a bulletin board showing items that a magnet will attract or repel	Prepared magnet shape book
Make a group booklet	
Make a group mural	
Write thank-you letter	
View filmstrips	
Write creative story: "If I were the largest magnet in the world, I would ...."	
Become familiar with magnet vocabulary	
Using a magnet shape book record and illustrate at least three magnet experiments the child has experienced	
Listen to story: Mickey's Magnet - discuss whether a magnet will attract copper or steel	Listening Post - Mickey's Magnet Book and record

UNIT TITLE: **MAGNETISM AND ELECTRICITY** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Science	
Electrical Inventions	Tell how magnets have developed throughout the years Give highlights of one of Thomas Edison's inventions
Career Awareness	
Job Functions	Discuss three kinds of jobs and tools using magnetism and electricity
Production Servicing	Tell about products using magnetism and electricity
Tools	
Use	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Group discussion and background information about development of magnets and Thomas Edison's inventions	
Discuss jobs, tools and locations related to magnetism and electricity Group projects making murals and books related to jobs involving magnetism and electricity (cross grade with 4th or 6th grade partners Viewing filmstrips and film loops	4th or 6th grade class within your building

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EIGHT SCIENCE EXPERIMENTS

II. ACTIVITY FORMAT:

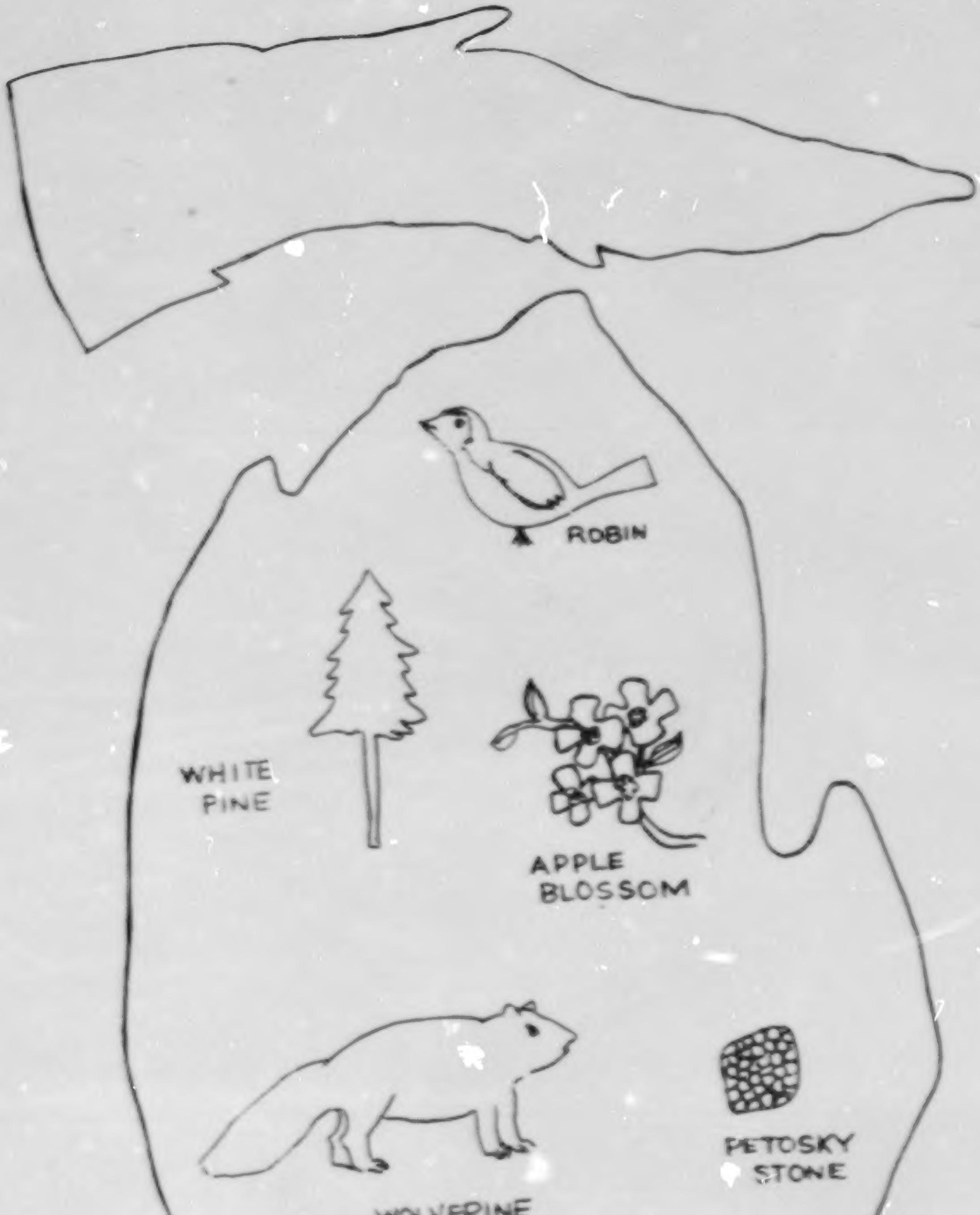
A. Tools and Materials

magnets	light bulb
iron filings	wire
needles	battery
various materials to show attraction, etc.	

B. Procedures for this activity (with helpful hints)

See pages ME-1 to ME-8 in Royal Oak Science Guide for complete details.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)


ROBIN
WHITE PINE
APPLE BLOSSOM
WOLVERINE
PETOSKY STONE
TROUT

MICHIGAN

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: MICHIGAN

GRADE LEVEL: K-2

GENERAL OVERVIEW: Develop awareness that we live in a state that is a unit of the United States. Involves all the disciplines and shows the industries, products, and recreational facilities in Michigan. Introduces ways people earn a living in Michigan.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
Let's Color Michigan
How Farms Help Us - Benefic Press
Let's Visit a Farm - Taylor Publishing Company
Hiawatha
Michigan - Hathaway

Road maps of Michigan & Travel Brochures:	Gas stations Local AAA Office (members only) Michigan Tourist Center - Lansing

Movies:
Michigan - Michigan Consolidated Gas Company
Michigan in Motion - Michigan Consolidated Gas Company

Realia: Butter churn, iron, hornbooks - I.M.C.

Filmstrips:
Let's Visit Greenfield Village
A Look at Michigan
- a) Agriculture
- b) Forest
- c) Mineral wealth
- d) Tourism
- e) Recreation, manufacturing

2. Field Trips:

Upland Hills Farm
Greenfield Village

3. Human Resources:

Royal Oak senior citizen
Mothers
Teacher Aide

4. Activities:

Making booklet about Michigan

Activities with no directions:

Make cherry tarts

UNIT TITLE: MICHIGAN

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies	
State Peninsulas	Locate at least three cities of Michigan on a Michigan map
Natural resources	Name one product, industry, animal, plant and recreational facility in Michigan
Michigan symbols	Name the symbols of Michigan
Michigan's history	Tell about Indians in early Michigan
	Tell or write about an event in Royal Oak history
Great Lakes	Name the five Great Lakes

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
View filmstrips listed on front cover for background information	Royal Oak senior citizen
Locate Michigan on a United States map and World Globe	I.M.C. realia
Bulletin board map of Michigan - discussion	AAA Office or Michigan Tourist Information Center for travel brochures
Royal Oak senior citizen discusses early days in Royal Oak	
Spread Michigan maps on floor - children locate points of interest or places they have visited	
Michigan Study Sheet (teacher devised)	
Class devised bulletin board map with small cut paper or wood objects on it; i.e., car, trucks, cherry trees, fish, deer, bear, furniture, capitol building, wooden shoes, tulips, cereal boxes	
Each child makes Michigan booklet containing writing and pictures: a) Map of Michigan b) Pictures of robin, apple blossom c) Picture of wooden shoe with tulips growing out of it d) Picture of cherry pie e) Picture of car f) Make Indian pictures: tepees, canoes g) Make picture of an Indian boy and an Indian girl h) Picture of Petosky rock i) Picture of White Pine j) Picture of his family - residents of their state	

6

UNIT TITLE: MICHIGAN (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Career Awareness Functions Characteristics	Name three jobs people do in Michigan
Science Apple and cherry orchards Michigan animal farm	Work cooperatively to use a product Observe farm animals. Tell how wool is shorn Name five animals found in Michigan Recall visit to apple orchard
Communication Skills Vocabulary Enrichment Poetry Research	Learn new vocabulary words Describe a factual account of residency in Michigan Recall points of interest studied within state of Michigan

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion, role playing, collecting pictures	I.M.C. Filmstrip Set: A Look at Michigan
View filmstrips on Michigan history	
Class discussion - cherry orchards, farms in Traverse City; apple orchards in Romeo	
Make cherry tarts	
Visit Upland Hills Farm	Upland Hills Farm
Work in Spelling and Language Arts booklet	Spelling and Language Arts prepared booklet (see sample)
Describe a factual account of residency in Michigan	
A make believe travel brochure encouraging others to visit Michigan or live in Michigan	Michigan Tourist Information Center and local AAA office for brochures

Name____Date__________________

FACTS ABOUT MICHIGAN

Write in the missing word or words.

1. I live in ______________________________ Michigan.
2. ______________________________ is the largest city in Michigan.
3. Detroit produces one seventh of all the ______________ in the world.
4. The ____________________ ____________________ connects the upper and lower peninsulas.
5. Grand Rapids is famous for its ____________________________.
6. Battle Creek is famous for its ____________________________.
7. Detroit is built upon a __________________ mine.
8. Five products of Michigan are:
    - a. ________________________
    - b. ________________________
    - c. ________________________
    - d. ________________________
    - e. ________________________
9. The five Great Lakes are:
    - H ________________________
    - O ________________________
    - M ________________________
    - E ________________________
    - S ________________________
10. The capital of Michigan is ____________ ______________.
11. Michigan is often called ______________________________.
12. An important tourist attraction in Michigan is ________________ ____________.
13. ____________ and ______________ are mined in the upper peninsula.
14. Michigan is well known for its __________________ roads.

Please check your work carefully.

Put Royal Oak on the map.

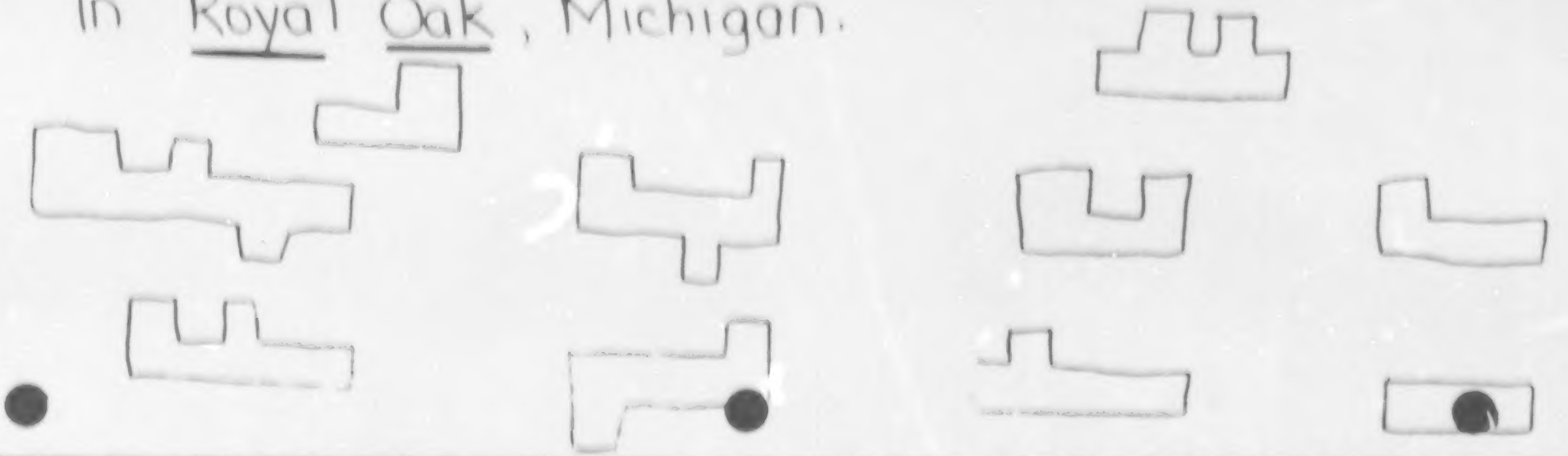
M I C H I G A N

May ___ - ___, 197___

Name ______________ Date ______________

MICHIGAN

We live in the state of Michigan. It has two peninsulas with four great lakes around it. People buy chairs from Grand Rapids. One seventh of all the cars in the world are made in Detroit. Detroit is build on a salt mine. Our state bird is the robin. Our state tree is the white pine. Our state flower is the apple blossom. It's great to live in Royal Oak, Michigan.



Write your new words:

1. michigan ______
2. Royal ______
3. Oak ______
4. four ______
5. lakes ______
6. great ______
7. chairs ______
8. car ______
9. state ______
10. salt ______

Put your words in ABC order—
Underline the vowels.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

DRAW THESE

ch__r

r_b_n

Draw these---

c_r

wh_te p_n_

Unscramble these words —

ghiMcain ____________

yaorl ____________

kao ____________

ufro ____________

eslka ____________

etgar ____________

asirhc ____________

rca ____________

Hase ____________

isat ____________

DRAW THESE --

lake

apple blossom

map of Michigan

your school

Put these sentences in order-- number & rewrite

__ I am eight years old.

__ I go to ______ school.

__ My name is ____.

__ I live in Royal Oak, Michigan.

__ I am in second grade.

NUTRITION

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: NUTRITION

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is an extension of human biology and health. Realization of importance of proper diet, sources of food and food preparation will be stressed in this unit.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
My Friend, the Cow - Lois Lenski
Let's Visit a Bakery
Good Nutrition for Everybody - L. Jean Bogart
You and Your Food - Herbert Zim
Nothing to Eat But Food - Frank Jupo
Bread - Walter Buehr
The First Book of Food - Ida Scheib
Uncle Jim's Dairy Farm - Cows Owe Us Milk - Michigan Dairy Council

Movies:
Bakery Beat
Why Eat Vegetables
Foods from Grain
Visit a Spaghetti Factory
Alexander's Breakfast Secret (Filmstrip, dittos, records)-
Michigan Dairy Council

Flat Pictures:
We All Like Milk - Michigan Dairy Council
Baby Animals - Mammals - Michigan Dairy Council

2. Field Trips:

Southeast Oakland County Vocational Center - Food Preparation
Trip to a restaurant

3. Human Resources:

Parents
Teachers

4. Activities:

Planning, cooking, and eating a well-balanced meal
Making bagels
Indian Pudding
Breakfast at school - Additional plan alone
Menu:
Orange or Grape juice
Cereal with milk
Toast with butter and jelly
cocoa
Sweetless Party

UNIT TITLE: NUTRITION

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Measurement of fractions Relations and equivalents Value of money	Measure ingredients for cooking Tell equivalents between standard measuring units Identify the value of 1¢, 5¢, 10¢, 25¢
Social Studies History of food Origins and customs	Discuss origins of goods: A. geographical B. historical 1. Indians 2. cavemen a) procurement b) preparation - cooking
Communication Skills Writing stories Vocabulary	Write hypothetical stories about origins of various foods Recognize basic words necessary in discussion of nutrition

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Children measure ingredients for bagel making Buy items on grocery list - pay correct amount for item and be able to make change Play store	
Field Trip - Southeast Oakland Vocational Education Center	Parent drivers
Creative writing - Orange Juice Glass shape book - Story Starter: Breakfast At School Each child read their story to class A discussion of foods liked by group Match-Em Game - Match name of food with its picture	

UNIT TITLE: **NUTRITION** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Career Awareness	
Product Food preparation - quantities and volume	Tell, write or draw one thing a dietition or chef does during his or her work day
Tools	Identify three or more tools used by food handlers
home use restaurant use	Help prepare a nutritional menu Take part in the cooking of a nutritional meal
Characteristics	Tell one or more ways that food preparation differs in the home and restaurant Tell what they like or dislike about the job
Science	
Natural sources of foods Nutritional values of foods	Identify foods as animal or plant and tell which part an item is of the aforementioned State nutritional value of foods: 1. Vitamins a) Vitamin A - healthy skin, good sight b) Vitamin B - good digestion - keeps you feeling "tip-top" c) Vitamin C - keeps your body working and all parts healthy d) Vitamin D - "the sunshine vitamin" 2. Carbohydrates and Fats Largest source of energy 3. Iron - builds red blood cells which carry oxygen a) liver b) lean meat c) egg yolk d) green leafy vegetables e) cereals f) dried fruits g) molasses

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Visit a restaurant and view people working Role playing: Each child will have the opportunity to stir, cut and measure for activities planned Same as objectives Play Detective Game - Identify balanced meals from pictures arranged on piece of paper; decide what group, if any, is missing	American Dairy Council pamphlets, books, and posters What Will I Be From A-Z Grocery store - role play clerk, stocker, shopper Shopping for items from various food groups
Plan meal consisting of meats and vegetables Discussing various vitamins Examine and taste foods from Vitamin A, B, and C Plan nutritional meal to be served to other grade levels (see restaurant activity) Class breakfast Plan meal on paper plates with something from each food group, preceded by cutting out food from four groups and placing in correct folder Put on place setting with silverware and glass cut from a ditto, a real paper plate and piece of construction paper for a place mat	

UNIT TITLE: **NUTRITION** (Continued)

CONCEPTS

Science - (Cont.)

BEHAVIORAL OBJECTIVES

As a result of this unit, each child will be able to:

State nutritional value of foods:

4. Calcium - dairy foods
    - a) healthy bones and teeth
    - b) healthy nerves and muscles
    - c) good blood clotting

5. Protein - body builders - protector from infections
    - a) milk
    - b) cheese
    - c) ice cream
    - d) meat
    - e) poultry
    - f) fish
    - g) eggs
    - h) peas
    - i) peanuts
    - j) butter
    - k) cereals
    - l) bread

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

NUTRITIONAL DINNER

II. ACTIVITY FORMAT:

A. Tools and Materials

pots and pans
hot plates
a large variety of ingredients
oven
measuring cups and spoons

B. Human Aides and Resources

Fourteen volunteer mothers

C. Procedures for this activity (with helpful hints)

Class planned a balanced meal consisting of turkey, dressing, Indian Pudding, cranberry sauce, Swiss Rye bread, homemade butter (churned in a jar) mashed potatoes.

Preparation began the afternoon before the day of the dinner. We had six groups with a mother in charge of each:

1. Cleaning turkey
2. Making Indian pudding
3. Making cranberry sauce
4. Baking Swiss rye bread
5. Shaking butter
6. Preparing stuffing

The next morning, a group stuffed the turkey with a mother and another peeled the potatoes. That afternoon, six mothers arrived to set up and clean up for the meal. The children ate. (Recipes attached)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAGELS

II. ACTIVITY FORMAT:

A. Tools and Materials

large pot of boiling water
oven
mixing bowls
bread board
measuring cups and spoons
water
hot plate
flour
yeast
sugar
salt

B. Human Aides and Resources

One parent helper

C. Procedures for this activity (with helpful hints)

Twenty-nine (29) children were divided into groups of two. One adult helped children mix dough. Children all took turns kneading. Children dropped their own bagel into boiling water. Parent helped take them from water, placed them on sheet, and watched the baking.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

BAGELS

400 degrees, 30-35 minutes

3/4 cup water, room temperature
1-1/2 T. sugar
1-1/2 t. dry yeast
3 cups flour
1-1/2 t. salt

Place water in bowl and add yeast, salt and sugar, stirring until dissolved. Add flour and mix well. Knead until smooth on lightly floured board, about 10 minutes. Place in greased bowl, cover, and let rise 15 minutes. Punch flat and square, 1 inch thick. Cut 6 strips 1 inch wide and roll with heel of palm to form strips 1/2 inch in diameter. Wrap each loosely around three fingers of hand. Pinch off ends of dough, overlap ends 1/2 inch, and press together to form a ring. Roll until secure and even. Cover with towels and let rise 20 minutes. Drop bagels one at a time, into 1 gallon of boiling water to which 1 tablespoon of sugar has been added. Lower heat and simmer 7 minutes or until they float. Remove and cool on towel. Sprinkle with coarse salt and bake on ungreased baking sheet, turning once. (Makes one half dozen)

INDIAN PUDDING

Cook together for twenty minutes:

1/3 cup corn meal
1 t. salt
1 quart milk

Then add 1/2 cup molasses and 3/4 teaspoon ginger.
Pour into a greased baking dish and bake in slow over (300 degrees) for 2 hours.

TEN MINUTE CRANBERRY SAUCE

2 cups sugar
2 cups water
1 lb. cranberries (4 cups)

Combine sugar and water. Heat to a boil. Boil 5 minutes. Add cranberries. Cook until skins pop, about 5 minutes. Pour into a dish. Cool. Makes 1 quart.

BREAD STUFFING

3/4 cup minced onion
1-1/2 cups chopped celery (stalks and leaves)
1 cup butter or margarine
9 cups soft bread crumbs and cubes
2 t. salt
1-1/2 t. crushed sage leaves
1 t. thyme leaves
1/2 t. pepper

In large skillet, cook and stir onion and celery in butter until onion is tender. Stir in about 1/3 of the bread cubes. Turn into deep bowl. Add remaining ingredients and toss. Stuff turkey just before roasting. Makes 9 cups (enough for a 12-pound turkey).

SWISS RYE BREAD (2 loaves)

7 cups white flour
2 cups brown (rye) flour (Robin Hood)
4 t. salt
2 cakes yeast (2 pkg.)
4-1/2 cups water (lukewarm)

Soften (or dissolve) yeast in 1/2 cup water (part of above). Measure salt, flour, add yeast, water. Keep adding flour until dry.

Rise until double. (approximately one hour). Put in load pan or on floured sheet. Bake one (1) hour at 415 degrees - put in oven immediately after starting oven.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SWEETLESS PARTY

II. ACTIVITY FORMAT:

A. Tools and Materials

apple cider
popcorn
crackers and cheese
pretzels
peanuts
carrot sticks
stuffed celery
fruit

B. Human Aides and Resources

Two parent helpers

C. Procedures for this activity (with helpful hints)

1. Children plan food
2. Assign foods for children to bring
3. Assign duties
4. Work in stations

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children realized that foods that are "good for you" can also taste good.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BREAKFAST PARTY

II. ACTIVITY FORMAT:

A. Tools and Materials (for class of 30)

Instant oatmeal
3 - 46 oz. cans orange juice
30 cartons white milk
2 blueberry muffin mixes
2 doz. eggs
1 lb. butter
paper bowls, plates, cups
plastic spoons and knives

B. Human Aides and Resources

Two parent helpers

C. Procedures for this activity (with helpful hints)

1. Discuss what makes a good breakfast. Make up menu
2. Assign duties
3. Everyone makes place mats to use
4. Talk about manners and proper way to set a table
5. Divide into groups to prepare meal

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children enjoyed the breakfast and now are better able to plan a good breakfast for themselves.

PLANTS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: PLANTS

GRADE LEVEL: K-2

GENERAL OVERVIEW: From this unit, the children will learn basic plant structure, patterns of plant growth and plant ecology. They will learn how to care for plants. They will learn what a water cycle is and how to make one. They will learn the basic necessities for plant survival.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Films:
Let's Watch Plants Grow
Cry of the March
We Explore the Field and Meadow
We Explore the Streams
White Throat

Film-strips:
How Plants Grow
What is a Plant
Seeds and Seed Travels
Parts of a Plant
Classroom Projects with Plants
Germination and Plant Growth
Green Plants Are Important To Us
Our Parks and Playgrounds
How A Plant Makes Food

Audubon Nature Chart Common Seed Travelers
Chart - Life Cycle of the Robin
Flat Pictures - Keeping the City Clean and Beautiful

Books:
What Does It Do and How Does It Work - Hoban, Russell
Let's Go To Stop Air Pollution - Chester, Michael
Let's Go To a Sanitation Department - Cochrane, J.
Earthmovers - Colby, C.
Machines for You - Sanders, F.
Machines - Adler, I.
Simple Machines and How We Use Them - Pine, T.
Riddle of Seeds - Hammond, W.
Seeds by Wind and Water - Jordan, H.
Play With Seeds - Selsam
Let's Go Outdoors - Huntington, H.
Green Is For Growing - Lubell, W.
Seeds and More Seeds - Selsam
Maple Tree - Selsam
What Is A Tree - Darby, G.
How a Seed Grows

Catch a Cricket - Stevens, C.
Insects That Live Together - Dempsey, M.

2. Field Trips:

Greenhouse at S.E.O.V.E.C.
Cranbrook Nature Walk
Local florist - Mary Jane's Florist - E. 11 Mile Road, Royal Oak

3. Human Resources:

A florist

4. Activities:

Shoe box terrarium
Tuna can man
Making clay flower pots
Planting flowers
Planting vegetable seeds
Planting garden in milk cartons
Plant collage-seeds-cloth-wood, etc.
Growing bean seeds

UNIT TITLE: PLANTS

CONCEPTS	BEHAVIORAL OBJECTIVES
Science Observation and inquiry Ecology	As a result of this unit, each child will be able to: Label major parts of a plant Describe orally how germination takes place Describe elements necessary for plant growth Use observation and inquiry method in science Describe the water cycle Identify five characteristics for each season of the year Draw and identify two types of roots Discuss the interdependence of man and nature Tell ways seeds travel Identify parts of plants used for food
Math Measuring money Counting Graphing	Make a bar graph Fill container 3/4 full of earth

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make a collage of things made from plants Draw parts of a flower Flowers from florist Dissection and identification Build rudimentary terrarium for planting grasses with controlled moisture factor Draw two types of roots Examine lima bean seed soaked in water Scan books on ways seeds travel Categorize types of plants that we eat: i.e., stems, roots, bulbs, leaves, flowers, etc. Alternate Aid: make a booklet showing the parts of plants that are edible Draw pictures of what a plant needs to grow Draw, color or cut and paste many different kinds of flowers (familiarize child with names of flowers)	
Seasons - growing times (calendar) Chart bean seeds to determine germination time Chart growth of sweet potato to determine first appearance of secondary growth	

UNIT TITLE: PLANTS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills	
Reading	Read in choral verse setting
Writing	Write thank-you notes for guest speaker or florist owner
Art	
Combining Separating Forming	Make clay flower pots large enough to hold plants Decorate pots
Career Awareness	
Jobs people do (functions) Tools they use	Identify three occupations which relate to plant life Identify three tools which plant workers use Name four related jobs involving plants

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Read and follow directions on package of seeds List steps for planting flowers	Florist owner
Do booklet on the life cycle of the plant Wild flower pictures of true life coloring Make tissue paper flowers for bulletin board Make construction paper flowers for the room	Art teacher Potter
Draw pictures of tools used by plant workers (Idea-Bulletin Board)	Student from S.E.O.V.E.C. greenhouse

HANDS ON ACTIVITY (STUDENT PERFORMED)

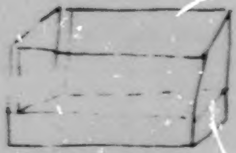
I. NAME OF ACTIVITY

SHOE BOX TERRARIUM

II. ACTIVITY FORMAT:

A. Tools and Materials

shoe box or plastic box
Saran wrap
tongue depressors
seeds, rye, grass
wheat, oats, radishes, beans
potting soil
water



B. Procedures for this activity (with helpful hints)

Put soil in shoe box - put tongue depressors in four corners - plant assorted grasses and bean seeds, etc. - water lightly - cover with saran wrap making tented effect.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Germination time varies and children can see condensation taking place - and recycling of water.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

GROWING BEAN PLANTS

II. ACTIVITY FORMAT:

A. Tools and Materials

one plastic baggie for each child
one bean seed
one paper towel
one styrofoam cup
soil

B. Procedures for this activity (with helpful hints)

1. Wet paper towel; put in baggie; add seed
2. Place near window; watch for germination
3. When leaves begin, remove to cup and soil

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children see germination process through baggie -- have plant to take home.

HANDS ON ACTIVITY (STUDENT PERFORMED)

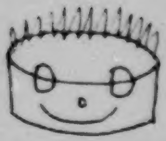
I. NAME OF ACTIVITY

TUNA CAN MAN

II. ACTIVITY FORMAT:

A. Tools and Materials

tuna fish can or cat food can
grass seed
potting soil
tag board circle



B. Procedures for this activity (with helpful hints)

Put soil in can, plant seeds, put cardboard face on front. As grass seed grows, it will make hair for the cardboard head. Children can trim into appropriate hairdo.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HELPFUL HINT: You may wish to plant several extra in case a child unlucky with his or her efforts.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CLAY FLOWER POTS

II. ACTIVITY FORMAT:

A. Tools and Materials

self hardening clay
water
newspaper

B. Human Aides and Resources

Two adults

C. Procedures for this activity (with helpful hints)

1. Cover desks with paper.
2. Show children three ways to make pots; coil, pinch and slab construction.
3. Give each child a fist size ball of clay.
4. Let each child make the pot the way he feels most comfortable with.
5. Let pots dry for at least one week.
6. Fire pots.
7. Glaze pots and re-fire.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

If pots are not glazed before you re-plant flower, the pot will crumble and fall apart.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLANTING FLOWERS

II. ACTIVITY FORMAT:

A. Tools and Materials

milk cartons (half-pint size)
potting soil and vermiculite
flower seed
water
small plastic lunch bags

B. Human Aides and Resources

Teacher and one 6th grade boy

C. Procedures for this activity (with helpful hints)

1. Wash out milk cartons
2. Mix potting soil and vermiculite (about half and half)
3. Fill milk carton 3/4 full
4. Plant seed according to directions on package
5. Water seed
6. Cover carton with plastic bag to make a "green house."

Alternate Plan:

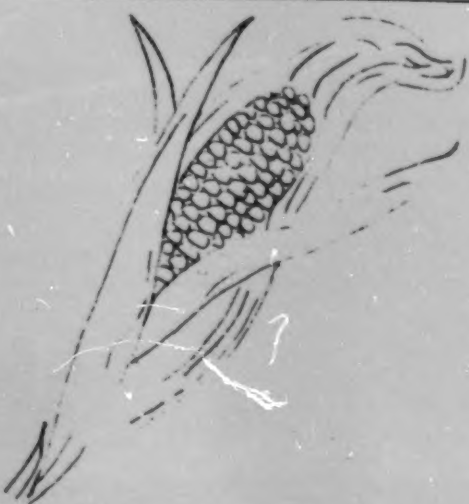
Place peat pots in styrofoam cups which the children had decorated and taken home for Mother's Day presents.

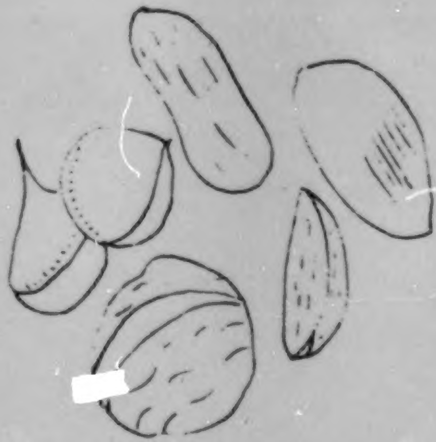
Alternate Plan:

Planting Garden - You need soil, milk cartons, five different seeds (pumpkin, bean, sunflower, radish, marigold)
Directions - Plants grow in classroom for about 10 days. Child takes plant home and transplants plant in his yard. Encourage child to bring his newly grown plant to school in the Fall.

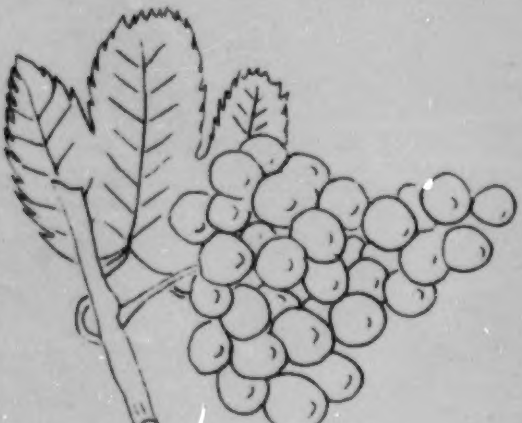
III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

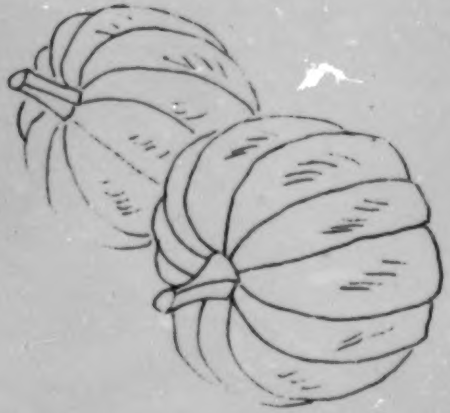
We are thankful for fall's gifts.

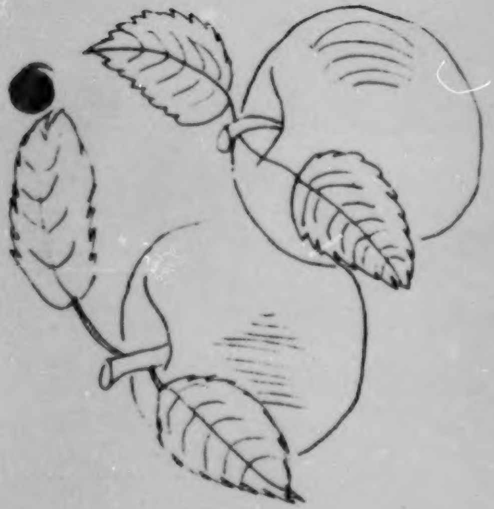




You draw here







HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLE RECIPE BOOKLETS

II. ACTIVITY FORMAT:

A. Tools and Materials

printed covers
booklet backs
printed recipes (already drilled)
fasteners
tables lined up

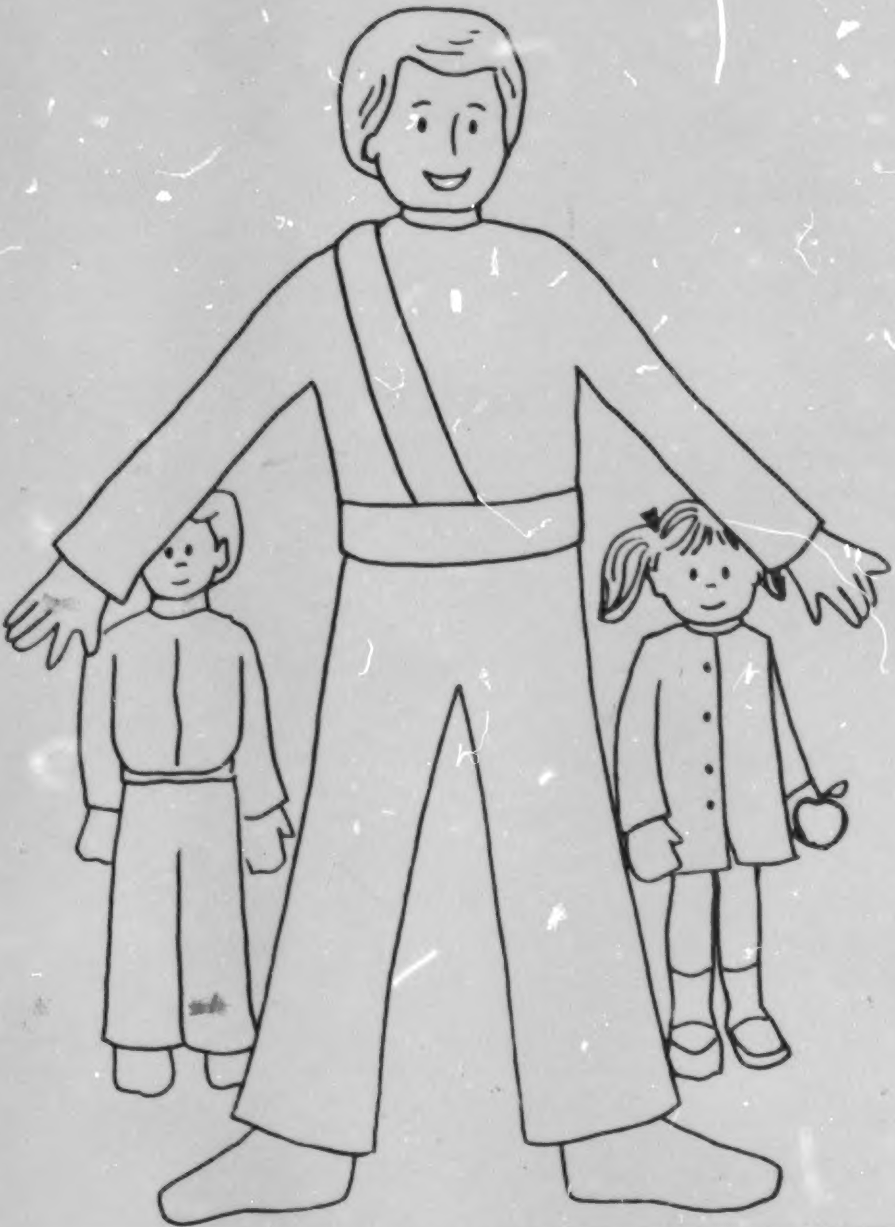
B. Human Aides and Resources

Boring of holes done by print shop
P.T.A. representative

C. Procedures for this activity (with helpful hints)

1. Set up assembly line with stations.
2. Assemble 40 recipes in order.
3. Put back and front cover in place.
4. Put back fastener through holes.
5. Place top fastener over studs.
6. Fold and secure fasteners.
7. Count and package booklets for P.T.A.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



SAFETY

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: SAFETY

GRADE LEVEL: K-2

GENERAL OVERVIEW: Wherever a group of people live, whether in a family, a community or a nation, at least a minimal body of rules or laws is required. These rules protect the rights of individuals within the group; to ensure the goals of the group being achieved in an orderly manner.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Film-strips:	How Our Town Began Living In Our Town Playing Fair Our Health Department School Courtesy Our Police Department
Flat Pictures:	Police Department
Movies:	Safety After School Eat Well, Grow Well Let's Be Clean and Neat Helpers at School Let's Play Fair The Policeman Save Those Teeth
Books:	How People Live In The Big City Your World - Let's Go To School

2. Field Trips:

Tour City Courthouse
Tour Police Station

3. Human Resources:

Patrol boy
Janitor
Service Squad girl
Mother - talk about giving blood and how this relates to safety
Medical helpers
Law enforcers - policeman, lawyer

Parents - to help with activity
Nurse
Fireman
School crossing guard

4. Activities:
Making Stop signs
Making traffic sign
Making traffic lights
Hall and bicycle sign

Role playing experiences:

Pretending they are mother or father disciplining their child who has done something good - bad
Playing the role of judge
Pantomime - answering telephone, introducing friends
Correct and incorrect way to cross street, play on playground

UNIT TITLE: **SAFETY**

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies Establishment of laws Human relations, religious and ethnic customs	Recognize and define the role of five community safety helpers Recognize and recall the meaning of traffic signs and their shapes and the meaning of traffic signals Distinguish the safe and unsafe ways to cross the street, to play on playground, act in a building Identify a uniformed policeman when they see one Discuss bike safety rules
Communication Skills Role playing Creative writing	Read and discuss the ABC's of Safety Poem Book Compose thank-you letters to guest speakers Design a safety poster and write blurbs Recognize and spell safety words derived from classroom discussion

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Use pictures of safety helpers. Have children describe and identify jobs The children will be able to identify and match orally and physically signs and words Draw a picture showing a safe way to cross the street and the converse Draw a picture showing a safe way to ride a bike and an unsafe way to ride a bike	
List the courteous acts that members of their families carry out to make life at home more pleasant The children will be able to design and write blurbs for safety posters. Incorporate safety words into current spelling list	

UNIT TITLE: **SAFETY** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, the child will be able to:
Fine Arts Creative expression	Prepare mural showing morning activity - rules to go with each activity Illustrate street scenes in which laws are being followed and laws are not being followed Construct a safety sign
Health Safety rules	Draw three safety rules for the home, school and playground
Career/Self-Awareness Reasons for work Functions Tools Characteristics and training	Identify duties of safety helpers Identify tools and uniform of safety helpers

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Children draw pictures of people involved for safety - to put on a large family tree of safety List in group safety rules that should be commonly practiced - child picks one rule to copy and illustrate	
Speaker talks to class and answers questions, showing and explaining uniform Showing of police car with equipment: first aid kit siren radio	

UNIT TITLE: SAFETY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science	Recall reasons for regular physical and dental checkups Duplicate pictures of food that help to maintain healthy bodies
Math Measurement Geometric shapes	Measure length and width of street signs Distinguish between square and triangle, circle, and rectangle

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Using magazine pictures, assemble components of a well-balanced meal	
Cut shapes of triangle, square,circle and rectangle and paste on matching shapes	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HALL AND BICYCLE SIGNS

II. ACTIVITY FORMAT:

A. Tools and Materials

plywood
wood burner
poster board
scissors
saw
tacks
magic markers
varnish

B. Human Aides and Resources

teacher
teacher aide
student teacher
parents

C. Procedures for this activity (with helpful hints)

1. Two 18 x 13 pieces of plywood. Sand rough edges. Burn in letters, Varnish. Put up near bicycle rack.
2. Six 11 x 14 poster board. Print letters and ink in with magic marker.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHTS

II. ACTIVITY FORMAT:

A. Tools and Materials

milk cartons
construction paper
glue
scissors

B. Procedures for this activity (with helpful hints)

1. Each child will make own light.
2. Cut folding top off milk carton
3. Cover entire carton with construction paper.
4. Cut out green, yellow and red circle. Glue in place.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TRAFFIC SIGNS

II. ACTIVITY FORMAT:

A. Tools and Materials

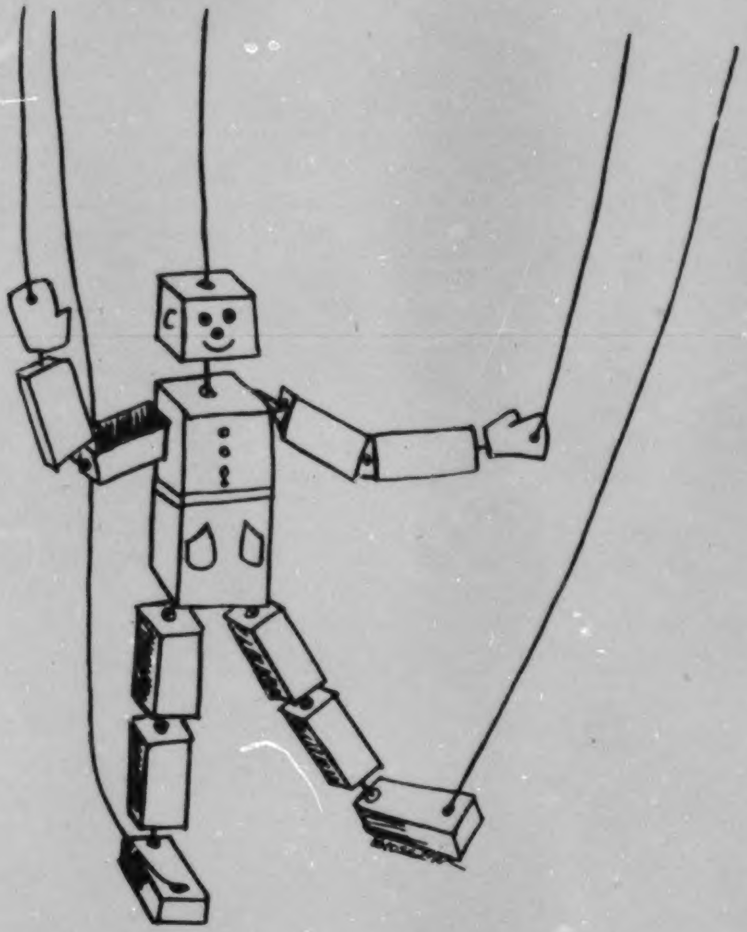
paint brushes
coping saw
styrofoam
tempera paint (no spray paint!)
glue
templates of oak tag

B. Procedures for this activity (with helpful hints)

1. Trace pattern onto styrofoam.
2. Saw.
3. Glue to a base.
4. Paint.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Do not use spray paint on styrofoam.



SIMPLE MACHINES USED IN CREATING PUPPETS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is intended to introduce children to simple tools, their uses, safety precautions and to build a puppet stage for classroom use. A puppet stage, various puppets, role playing reading and writing plays will be covered.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Film-strip & Record: A Powerful Friend - free from Consumers Power Company,
212 Michigan Avenue, Jackson, Michigan
49201

Film-strips:
- Toys at Work - I.M.C.
- Machines and Tools to Help Us Work - I.M.C.
- Machines for Daily Use - I.M.C.
- Mike Mulligan - I.M.C.
- Hercules - I.M.C.
- Curious George Rides a Bike - I.M.C.

Books: Come to Work With Us in a Toy Factory - Sextant Systems - Author - Wilkinson

2. Field Trips:

Greenfield Village plays
Youth Theatre - Detroit Institute of Arts
S.E.O.V.E.C. to view machines

3. Human Resources:

You will need adult helpers for this activity

4. Activities:

Paper Bag Puppets
Tools on peg board labeled
Build puppet stage
Make puppets and dress them
Make curtains for puppet stage
Designing and building Creative Machines

Activities with no directions:

Give Puppet Plays
Write simple plays
Bulletin Board with pictures of tools, machines and occupations

UNIT TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills Reading Oral language development Role playing	Read the words, hammer, saw, screw driver, nail, screw, drill, T-square, level Play a role with a puppet Read simple plays Work in group to write a simple play
Social Studies Working together Planning together Safety precautions	Begin to work and plan orally with peers Practice safety precautions

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make puppets	
Make puppet theater	

UNIT TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Measuring Counting Geometric planning	Measure to 12 inches with a foot ruler Count nails and screws up to 10 Fit pieces of lumber together
Science Naming and using simple tools and some machines	Name, describe, use and choose for correct use - hammer, saw, screw driver, nail, screw drill, T-square, ruler, level and wheel Name three simple machines and describe where they are used
Career/Self-Awareness Production Simple tools	Name two occupations that use simple tools Name three products produced by tools In groups, make 4 different kinds of puppets Help in building a puppet stage

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make puppet theater	
Make peg board tool holder Ditto sheet showing many simple machines such as drinking faucet, pencil sharpener, etc. Children can cut apart and categorize as to where they are used in school, at home, outside Children invent a simple machine	
Paper bag puppets Clay puppets Wire puppets Dough puppets Clothes pin puppets	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A PUPPET

II. ACTIVITY FORMAT:

A. Tools and Materials

newspaper
wallpaper paste
paint
balloons
cardboard tubes
felt

B. Human Aides and Resources

teacher aide
mother helper

C. Procedures for this activity (with helpful hints)

1. Tear newspaper into 1 inch wide strips.
2. Blow up balloons.
3. Fasten to tubes with yarn, drawing yarn through bottom.
4. Put mache on after lightly dipping newspaper strips in paste.
5. Cover whole with approximately 1/4 sheet of newspaper.
6. Dry.
7. Paint heads.
8. Use felt for features.
9. Dress for characters to be used.

I. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Paper mache is difficult for first graders to handle.

CLAY	There are two kinds of clay generally used by artists and students. Water-base clay (moist or powdered) is used in making pottery and ceramic sculpture. It is fired in special ovens called kilns. Oil-base clay, commonly used by artists and students, is not fired in a kiln. Artists and students can use it freely to create sculptural forms without fear of drying-out or breakage. It can be painted with thick poster paint to which soap has been added.
SAWDUST	Sawdust and wheat-paste can be mixed together with water on a one to one basis. While it doesn't have the pliability of clay, it serves very well as a modeling medium...especially in forming small shapes, including puppet hands. It can be used as a textured surface, also, for "table tops." It can be painted with poster paint.
ASBESTOS	Powdered asbestos can be used in place of sawdust, as described above.
PAPER-MASH	Shredded newspaper, toweling or tissue mixed with moist wheat-paste can be used as a substitute for clay if necessary. However, it is not as pliable to work with. To keep a mixture "moist" a drop or two of oil-of-wintergreen should be added. Rough texture can be sandpapered when object is dry if smooth surface is desired. Objects can be painted with poster paint.
WIRE	Any soft, pliable wire can be modeled into "open forms." When bulk is desired, paper-mache, cloth or yarn dipped in starch, wheat-paste or diluted Elmer's Glue, can be applied to wire.
DOUGH	To make a mixture of play-dough, use 1/2 cup of flour, 1 T. salt, 1/5 cup of water or enough to create "dough." Less plastic mixture: 1 cup of flour, 1/4 cup salt, 1/4 cup water, OR, 1/2 cup cornstarch, 1 cup salt, 3/4 cup cold water. Mix dry - add water. Put in double boiler, stir until mixture thickens. Food coloring can be added for interest. Still another: 3 slices white bread (without crust), 3 T. Elmer's Glue, 3 drops lemon juice, 1 drop glycerin. Tear bread, add glue and other ingredients. Knead like dough and add poster paint for color if desired. Note: Use hand cream so that mixture will not stick quite so much to fingers.

PUPPET CONSTRUCTION AND USE

Puppet construction ranges in difficulty from simple paper doll cut-outs to rather intricate 9-string marionettes so this activity may be carried on at any grade level. The materials used are varied but are in most instances readily available.

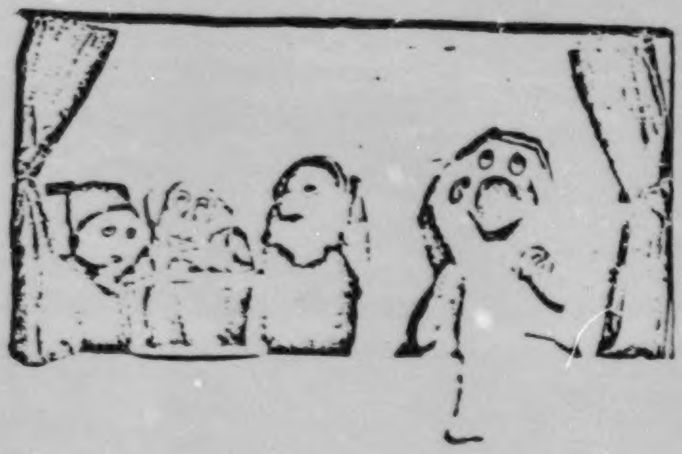
Stick puppets are made by cutting out paper dolls and gluing them vertically to the end of a short stick or at right angles to the end of a yard stick.

Paper bag puppets may be made in two ways. (1) Paint features on a bag and place hand in opening to operate. (2) Stuff a paper bag with crumpled paper and tie top of the bag tightly around a short stick which serves as a handle. Place features by cutting and pasting colored paper or by painting. Additional simple puppets are illustrated on page 50.

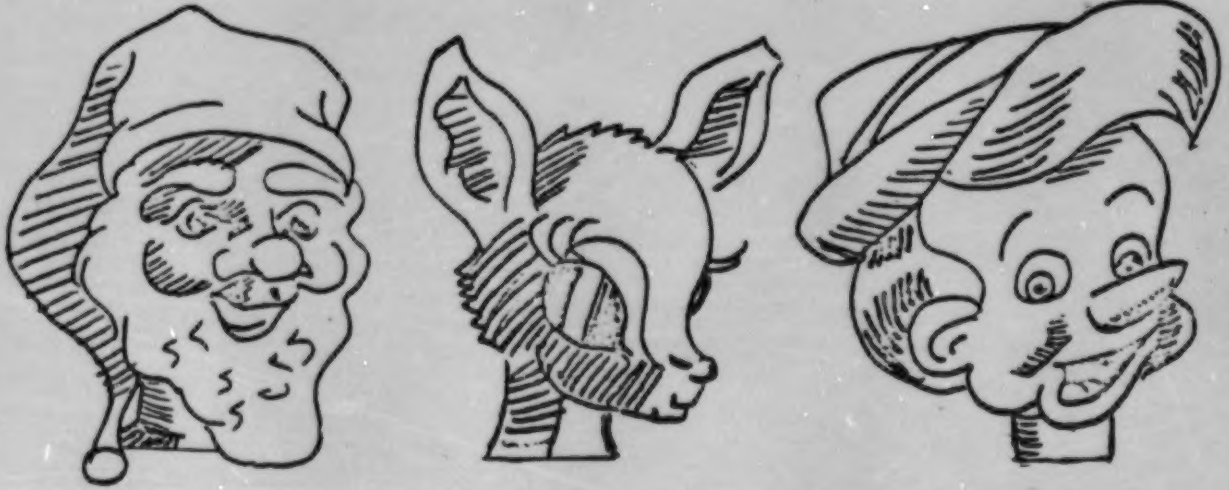
Marionettes and glove (hand) puppets, shown on pages 48 and 49, are suited to construction in the later elementary grades. Heads on these puppets, whether of wood or papier mache, may be painted with tempera or oil based colors. A flat finish is best. Hair, commonly made of yarn, embroidery cotton, cotton batting, steel wool, or scrap pieces of fur, is shaped and glued to the painted head. Make paper patterns and cut costumes from light weight fabrics. Crepe paper may be used as clothing on some types. Sew or glue costume to the neck of glove puppets. Hats may be made from cardboard or from light weight felt, silk, or cotton sewed over small wire frames.

Puppet stages with folding wings are desirable for storage reasons. The stages shown on page 51 are designed for use on the top of a table. It is possible to do without a front curtain, but a backdrop is necessary to conceal the operators. Small, temporary stages for hand puppets may be made from large paper cartons. String marionettes require a different type of stage than do hand puppets as the operator must stand well above the marionette.

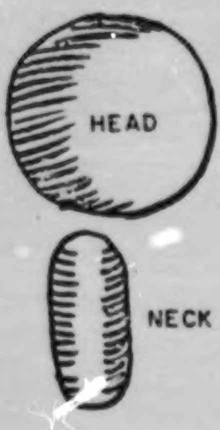
Puppet shows are a natural outcome of puppet construction and provide an excellent educational experience for children. Simple playlets centering around safety, health, conservation, and child literature may be written and dramatized by children using puppets constructed at their own level of ability. Such shows may be tape recorded with a musical background and special sound effects as an added learning experience.



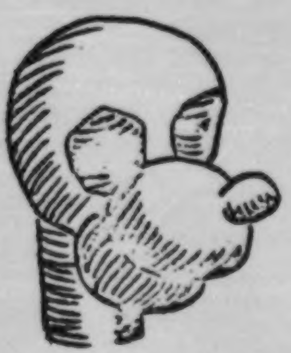
PAPER STRIP PUPPET HEADS



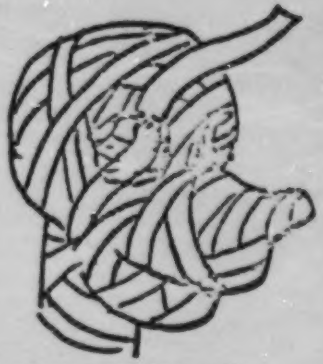
SUGGESTED HEADS



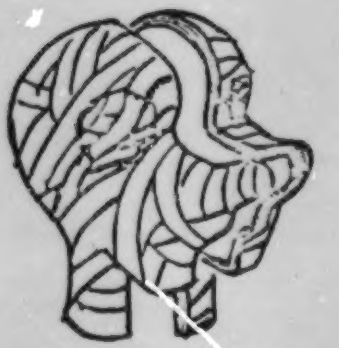
1. ROUGH SHAPE CLAY



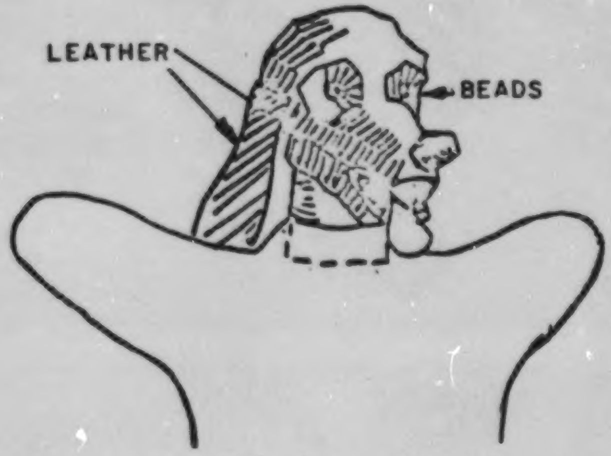
2. FINISH SHAPE CLAY



3. WRAP WITH SIX LAYERS OF PAPER STRIPS

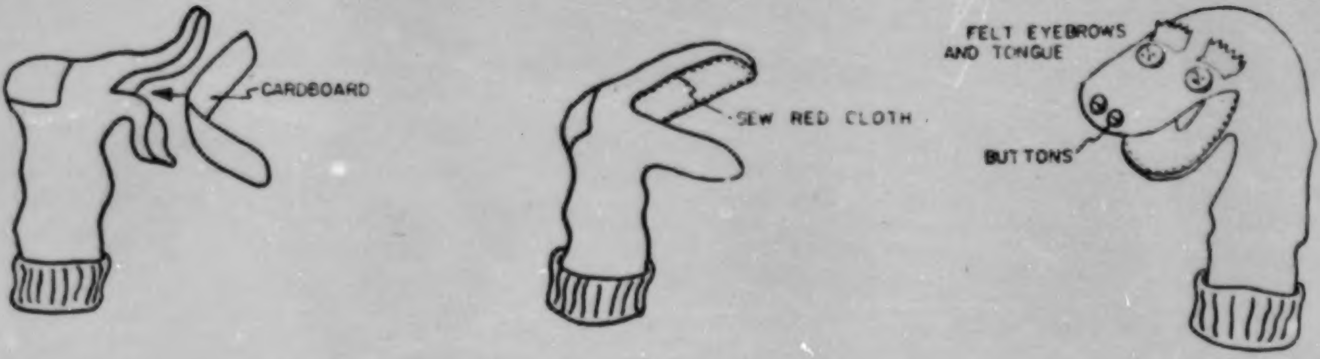


4. CUT PAPER HEAD AND REMOVE CLAY

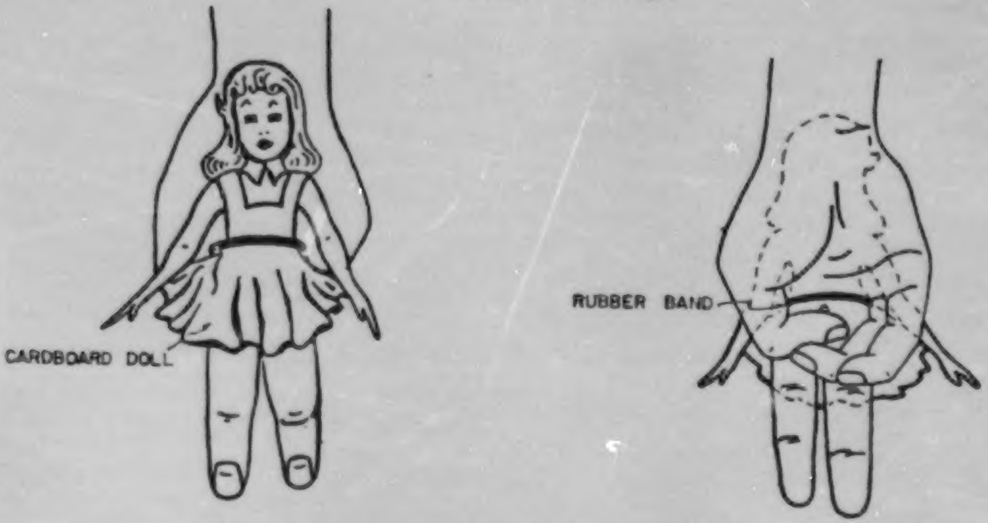

LEATHER
BEADS

5. JOIN TWO SECTIONS WITH PASTED STRIPS PAINT

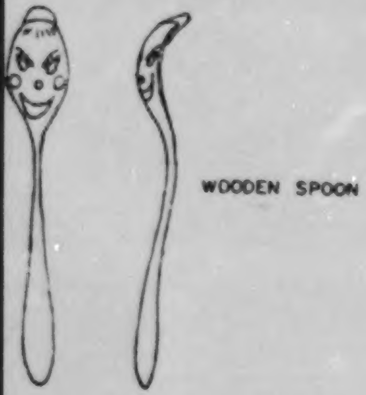
SOCK PUPPET


CARDBOARD
SEW RED CLOTH
FELT EYEBROWS AND TONGUE
BUTTONS

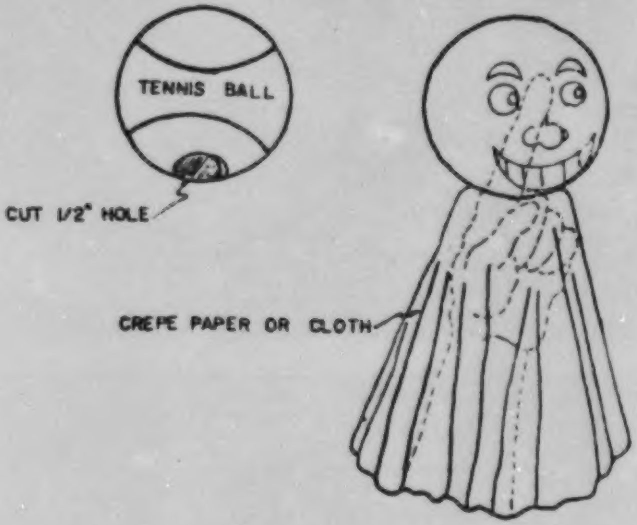
FINGER PUPPET


CARDBOARD DOLL
RUBBER BAND

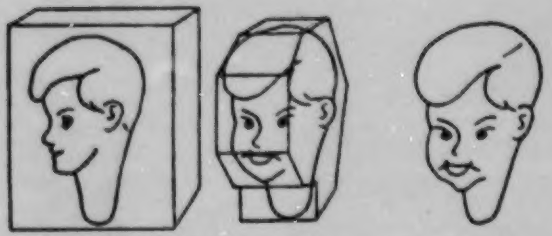
SPOON PUPPET


WOODEN SPOON

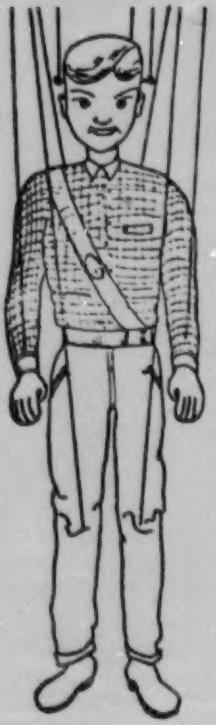
BALL PUPPET


TENNIS BALL
CUT 1/2" HOLE
CREPE PAPER OR CLOTH

MARIONETTE

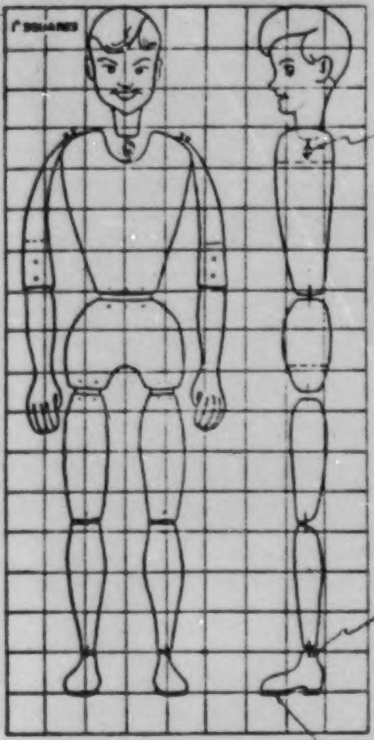


HEAD MAY BE CARVED FROM WHITE PINE OR BALSA WOOD OR MAY BE SHAPED WITH PAPIER MACHE

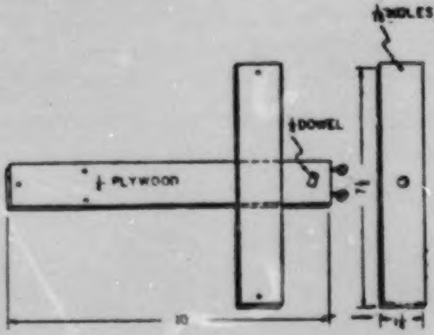


MAKE GARMENTS FIT LOOSLY.

LAYOUT AND CUT BODY PARTS FROM SOFT PINE WITH BAND OR JIG SAW SMOOTH WITH FILE AND SANDPAPER

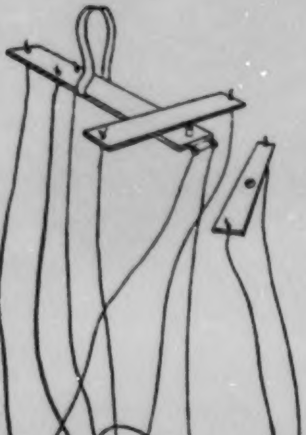


ATTACH HEAD WITH SCREW EYES

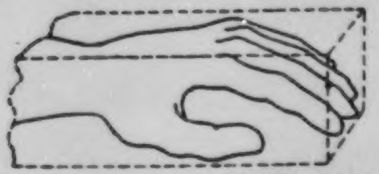


INSERT LEATHER HINGES INTO SAWED SLOTS AND FASTEN WITH BRADS.

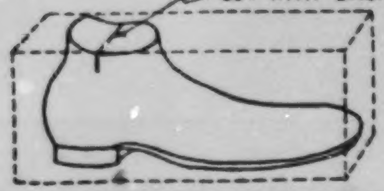
FASTEN 1/8 THICK SHEET LEAD WITH SCREWS FOR ADDED WEIGHT.



WRAP CLOTH AROUND LOWER ARMS AND TACK TO ARMS AND SHOULDERS

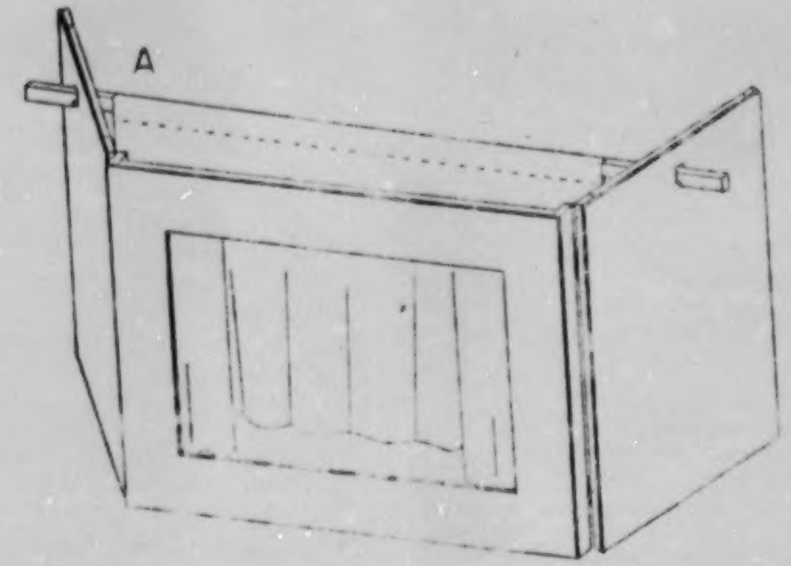


CUT WITH BACK SAW



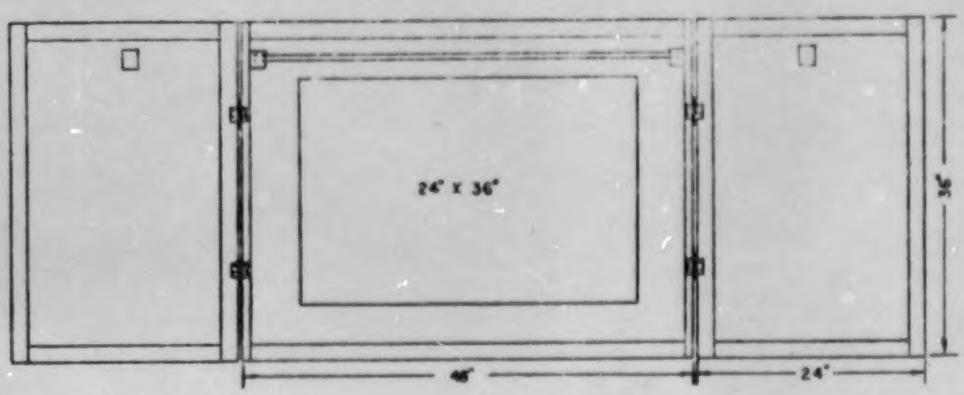
STRING WITH BLACK NYLON OR LINEN THREAD

PUPPET STAGE

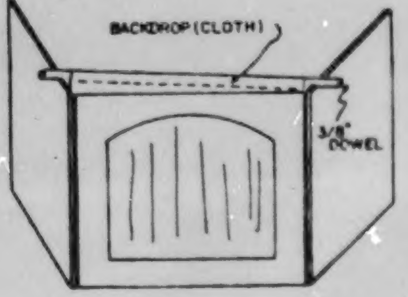


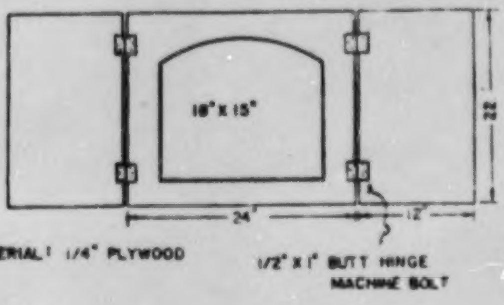
BASIC MATERIALS

1 PC	MASONITE 1/8" X 4 X 8'
34 FT.	WHITE PINE 1 X 2"
1 PC	WHITE PINE 3/4" X 3/4" X 4
2 PR	BUTT HINGES 3/4" X 11/2"
	CURTAIN MATERIAL


24" X 36"
36"
48"
24"

B


BACKDROP (CLOTH)
3/8" DOWEL


18" X 15"
22
24"
12"

MATERIAL: 1/4" PLYWOOD

1/2" X 1" BUTT HINGE
MACHINE BOLT

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING A PUPPET STAGE

II. ACTIVITY FORMAT:

A. Tools and Materials

hammers	saws
gimlets	drills
T-square	rulers
level	screw drivers
lumber	paint
three curtain rods and fixture to attach	

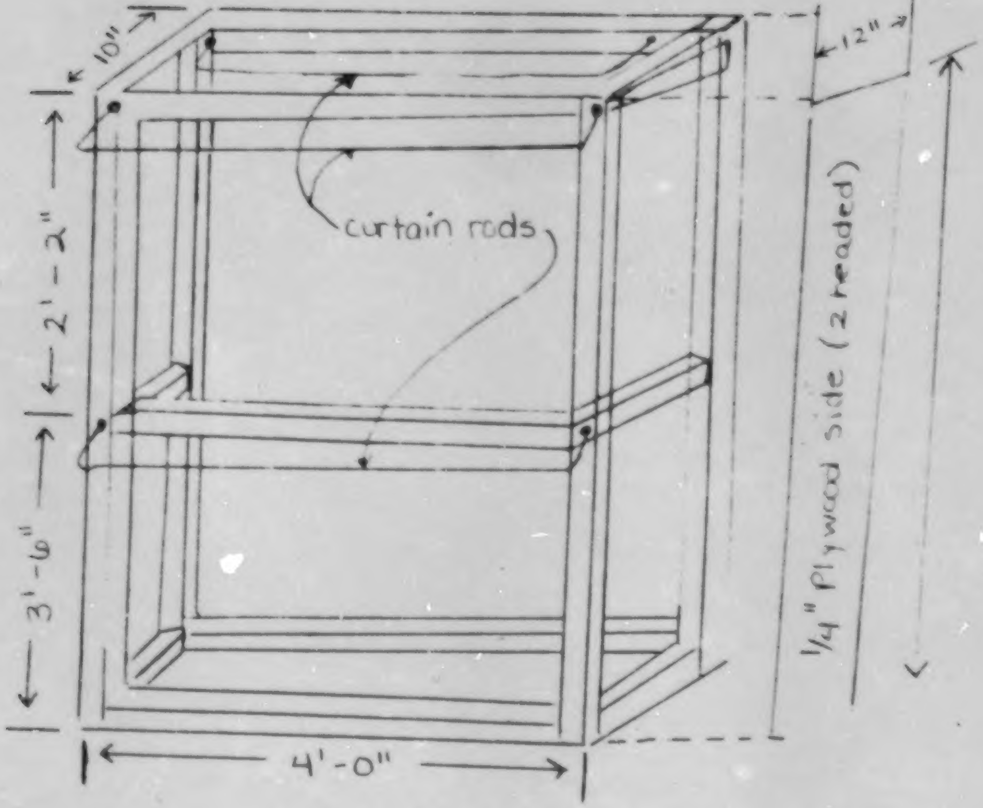
B. Human Aides and Resources

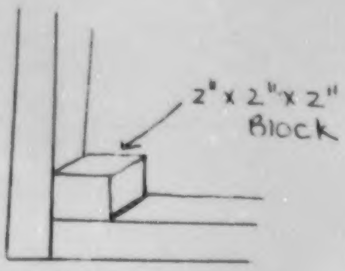
teacher aide

C. Procedures for this activity (with helpful hints)

1. Saw 2" stock to proper lengths and to provide reinforcing blocks for corner connections using miter box and C-clamps.
2. Drill vertical members for nailing to cross members.
3. Assemble side frames by nailing using clamps for positioning.
4. Complete frame by nailing. Due to size involved, clamping and holding for nailing may involve three to five children besides those nailing.
5. Due to flammability and fumes from contact cement, an adult should do corner block reinforcement.
6. Nail plywood to sides with nails penetrating two members of frame. Note: Due to variations in strength and coordination of six year olds, every effort should be used to control activity to prevent injury.
7. Paint with water soluble paint.
8. Attach three curtain rods - one at top, one at bottom, and one at back for background scenery.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)


10"
12"
2'-2"
3'-6"
4'-0"
curtain rods
1/4" Plywood side (2 needed)


2" x 2" x 2"
Block

corner
reinforcement

2" x 2" soft pine framing members:

4 pieces each 6" - 0" long.
5 pieces each 4" - 0" long
2 pieces each 5" - 0" long
2 pieces 1/4" fir plywood each 12" x 5'8"
1 box, high tensil aluminum alloy nails, 10 penny size
1 - 3 oz. bottle Weldwood Contact Cement
3 curtain rods - metal

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CURTAINS FOR PUPPET STAGE

II. ACTIVITY FORMAT:

A. Tools and Materials

plain light green cotton
white muslin
brayer - glass - Brayer paint
magic markers

B. Human Aides and Resources

teacher
teacher aide
mother helper

C. Procedures for this activity (with helpful hints)

Hem four curtains and seam on sides.
Each child will imprint hand on curtain with Brayer paint and initial hand with magic marker.

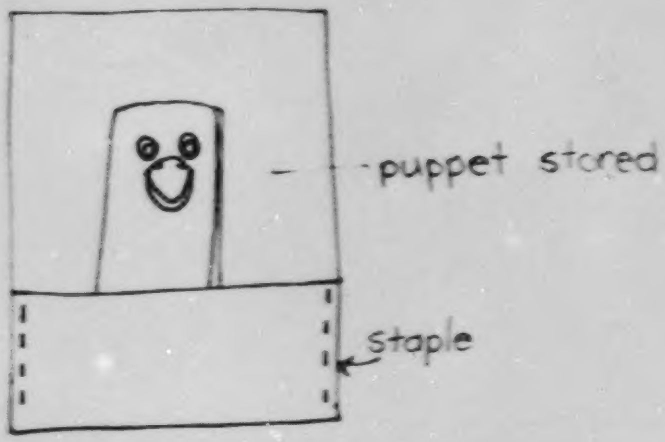
Use white muslin for backdrops with scenery - draw on with crayons.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY

I. NAME OF ACTIVITY

PAPER BAG PUPPETS - "GOOD MORNING"



II. ACTIVITY FORMAT:

A. Tools and Materials

sandwich bags
patterns - duck, bird, mouse, dog, cat
poem - "Good Morning"
colored construction paper

B. Procedures for this activity (with helpful hints)

1. Make duck first as all others follow same procedure
   Duck - yellow and orange
   Mouse - brown and pink
   Bird - red and yellow
   Dog - Cat - white, brown, black or gray
2. Cut pattern pieces
3. Paste body up to fold of bag
4. Decorate head
5. Paste head to bottom of bag, lining up flat edge of head to edge of bag
6. Fold bill in half - paste to body and inside fold of bag bottom
7. Paste on feet

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Store puppets in a puppet book. Take 12" x 18" paper and turn up 4" from bottom. Staple sides to hold puppets in place.

GOOD MORNING

One day I saw a Downy Duck
With feathers on his back.
I said, "Good Morning, Downy Duck,"
And he said, "Quack, Quack, Quack."

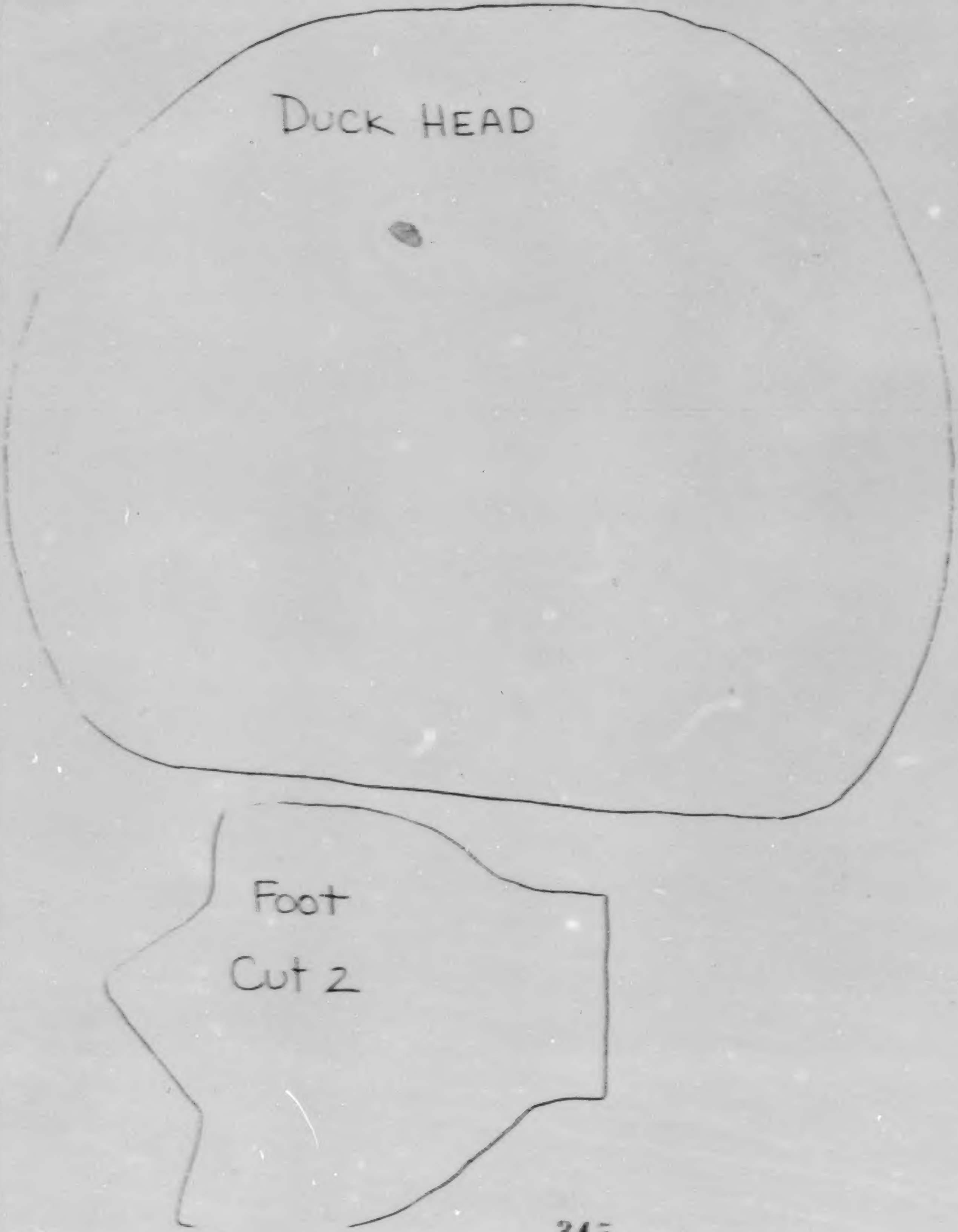
One day I saw a Timid Mouse.
He was so shy and meek.
I said, "Good Morning, Timid Mouse,"
And he said, "Squeak, Squeak, Squeak."

One day I saw a Scarlet Bird.
He woke me from my sleep.
I said, "Good Morning, Scarlet Bird,"
And he said, "Tweet, Tweet, Tweet."

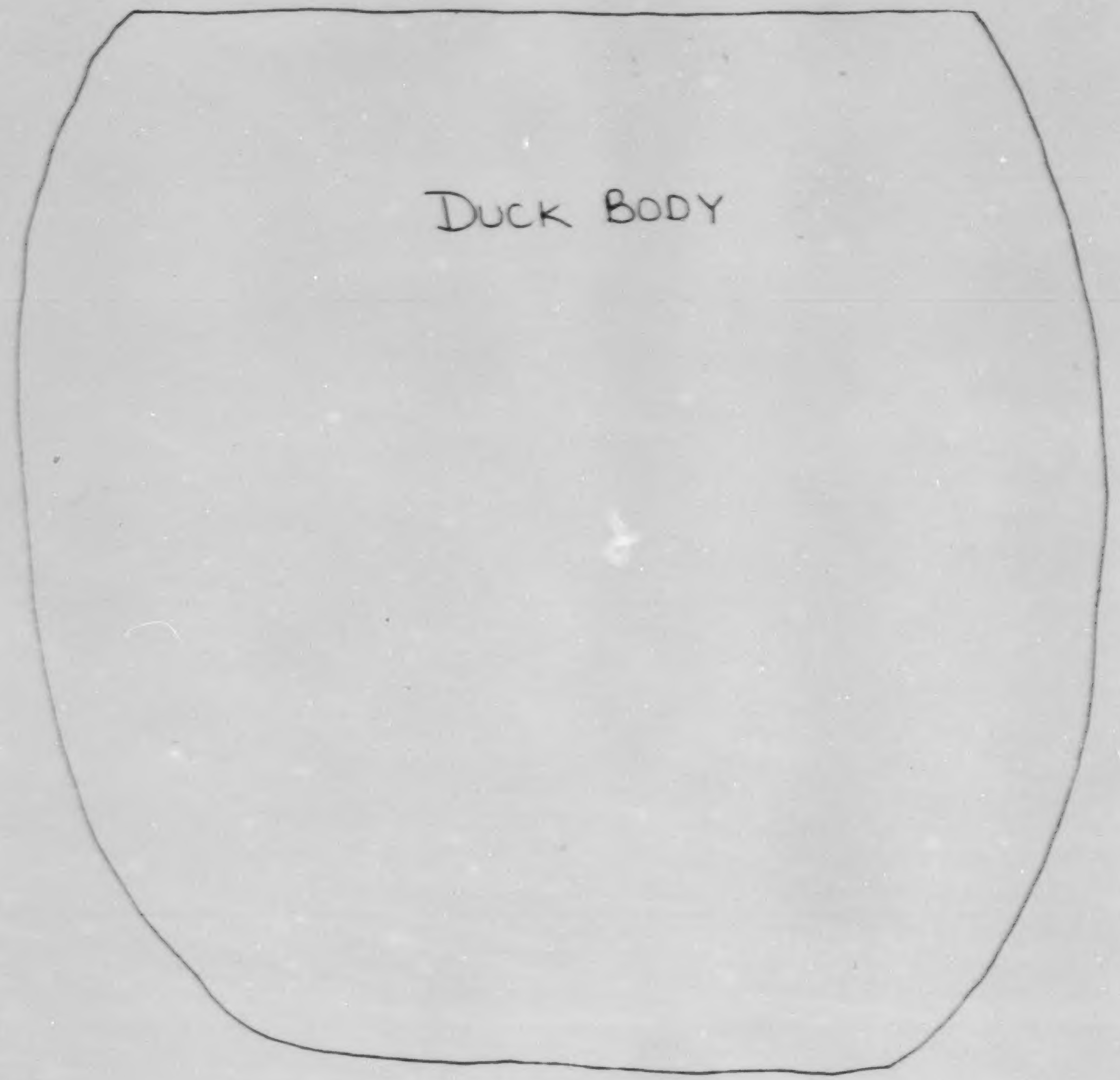
One day I met a Curly Dog.
I met him with a bow.
I said, "Good Morning, Curly Dog,"
And he said, "Bow Wow Wow."

One day I met a Pussy Cat.
She was so soft and new.
I said, "Good Morning, Pussy Cat,"
And she said, "Mew, Mew, Mew."

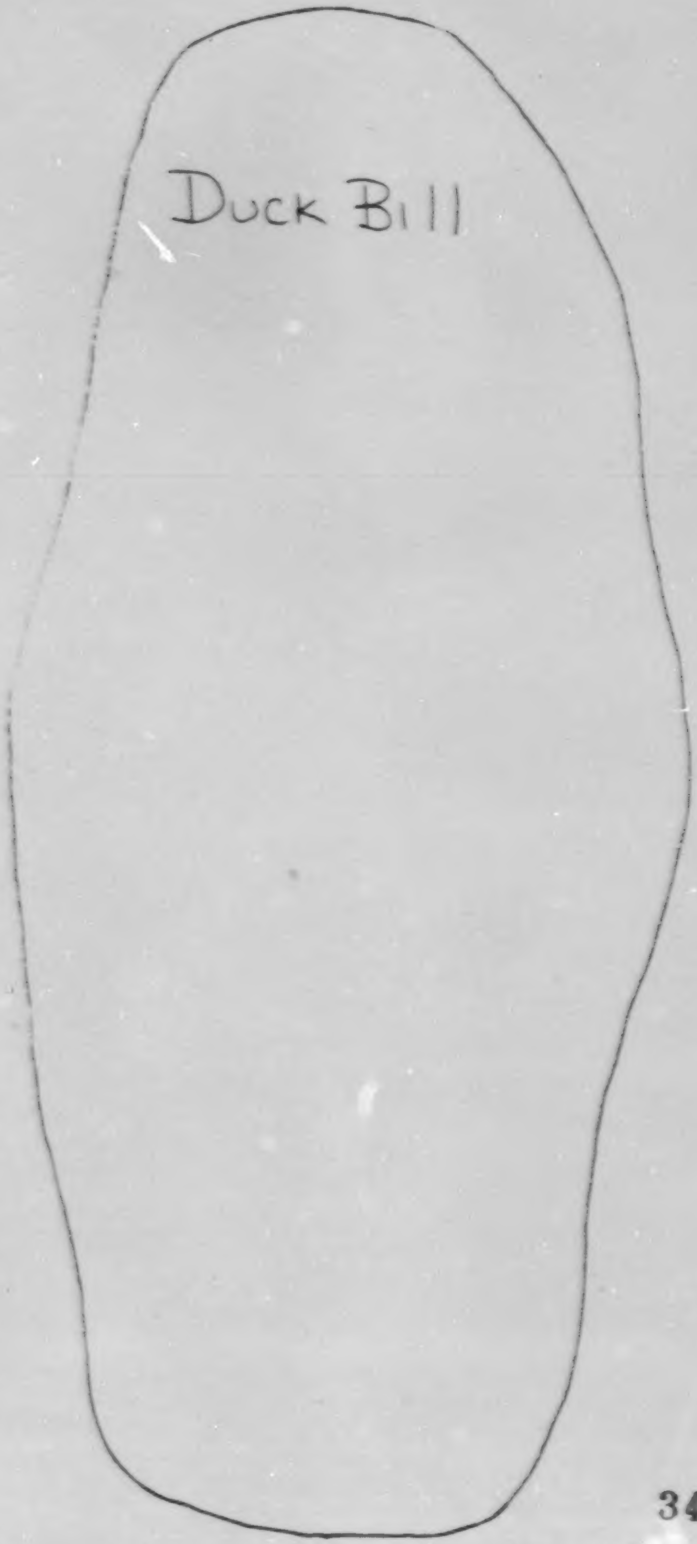
DUCK PUPPET


DUCK HEAD
Foot
Cut 2

DUCK PUPPET

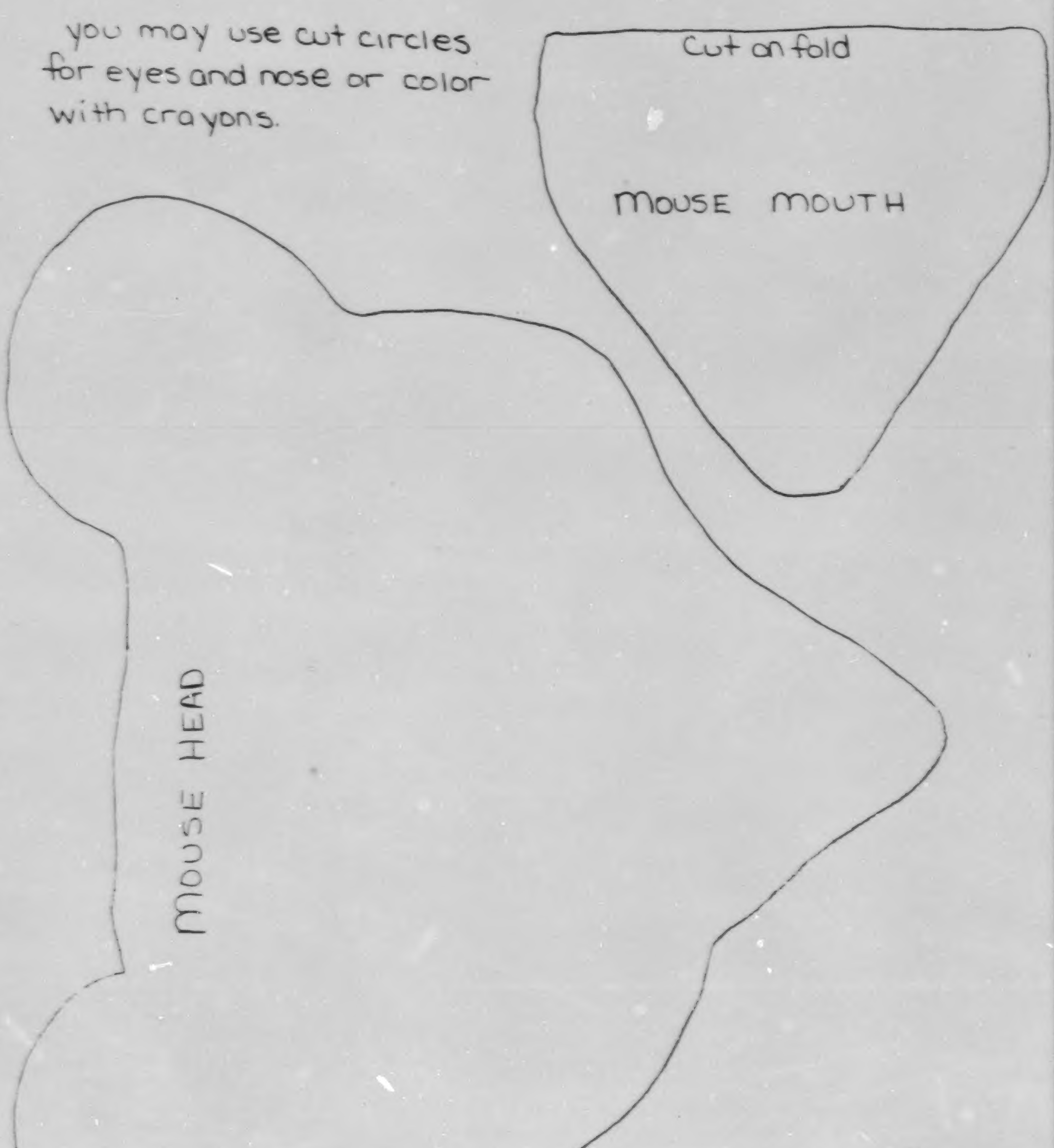


DUCK PUPPET

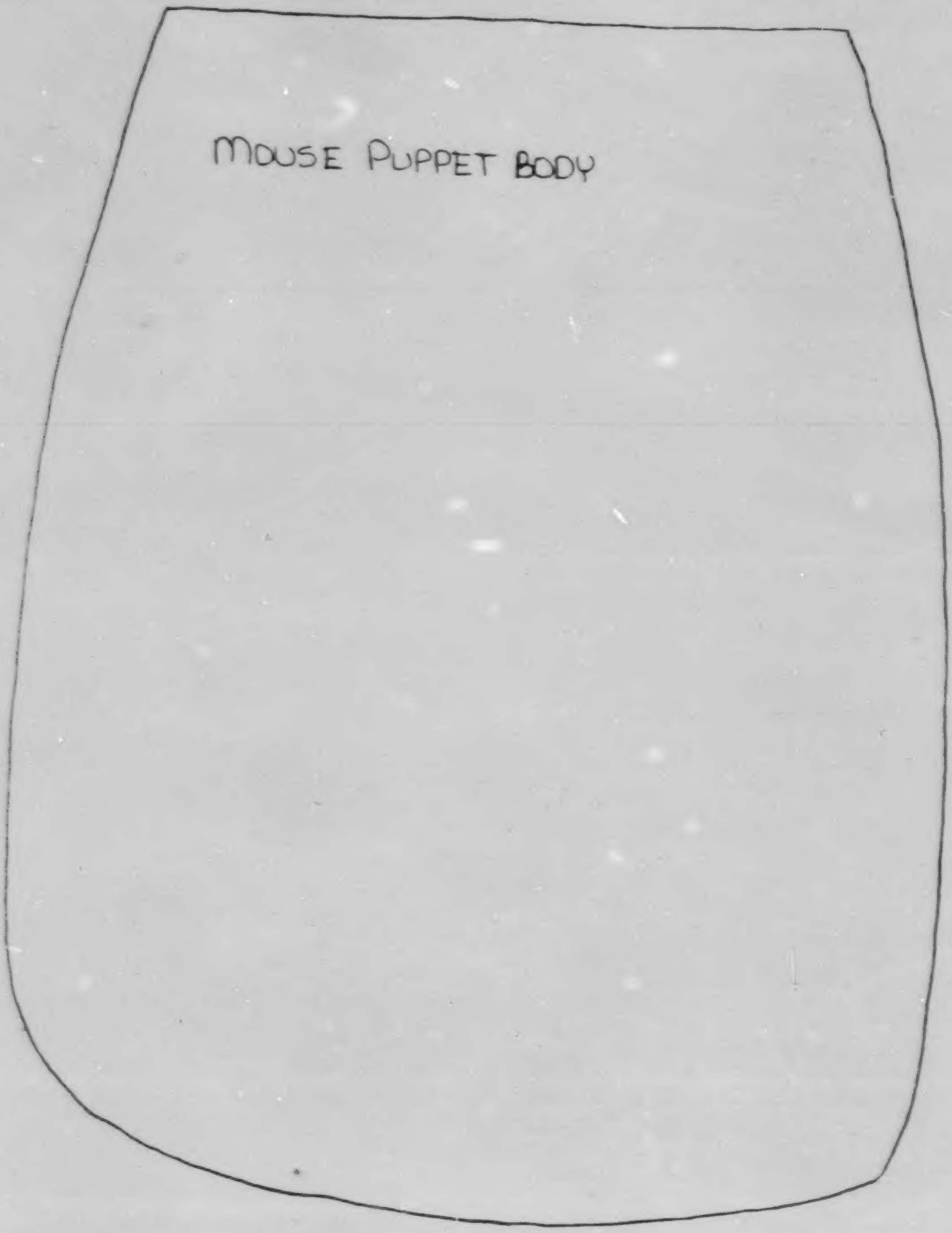


MOUSE PUPPET

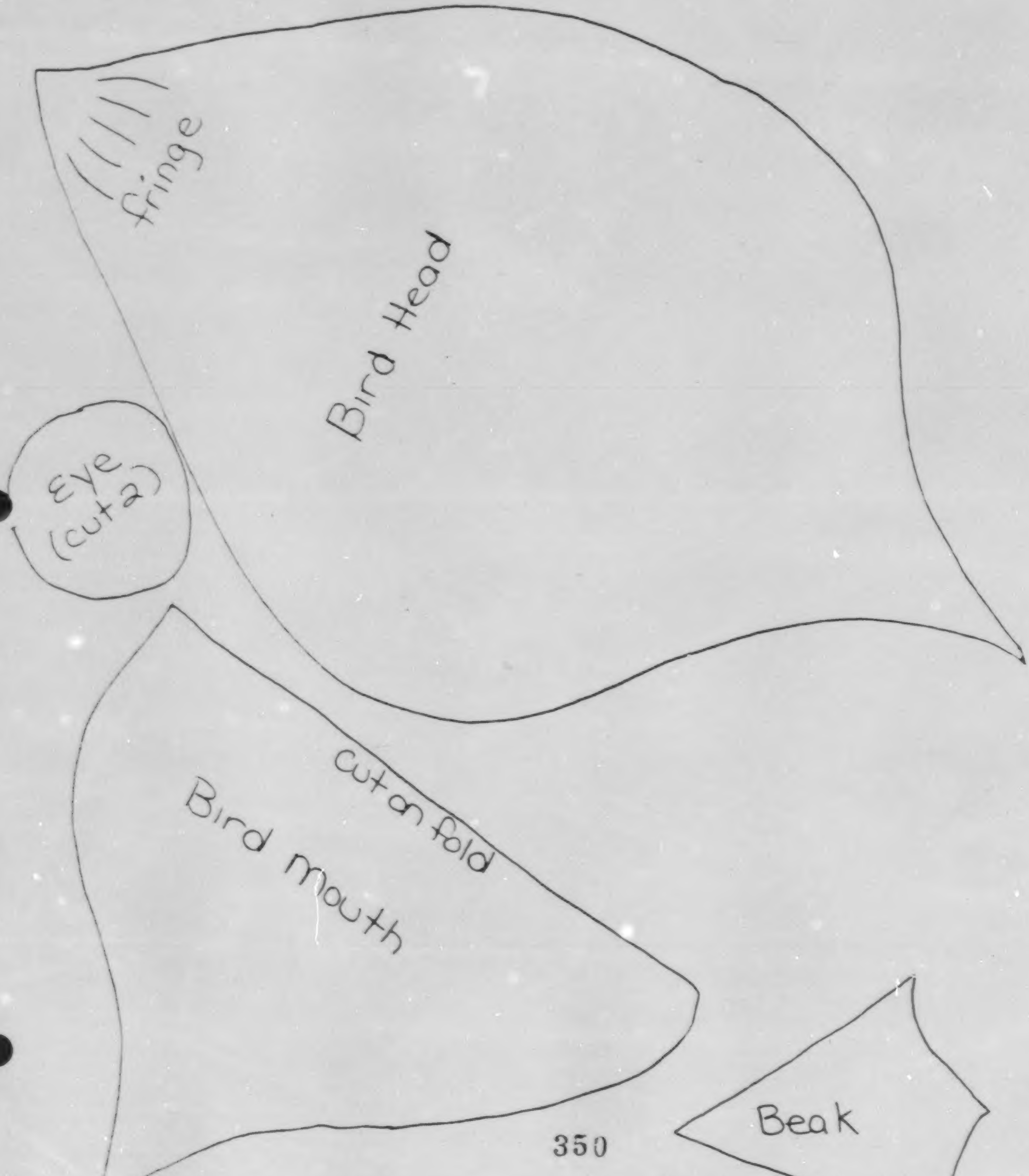
you may use cut circles for eyes and nose or color with crayons.


Cut on fold
MOUSE MOUTH
MOUSE HEAD

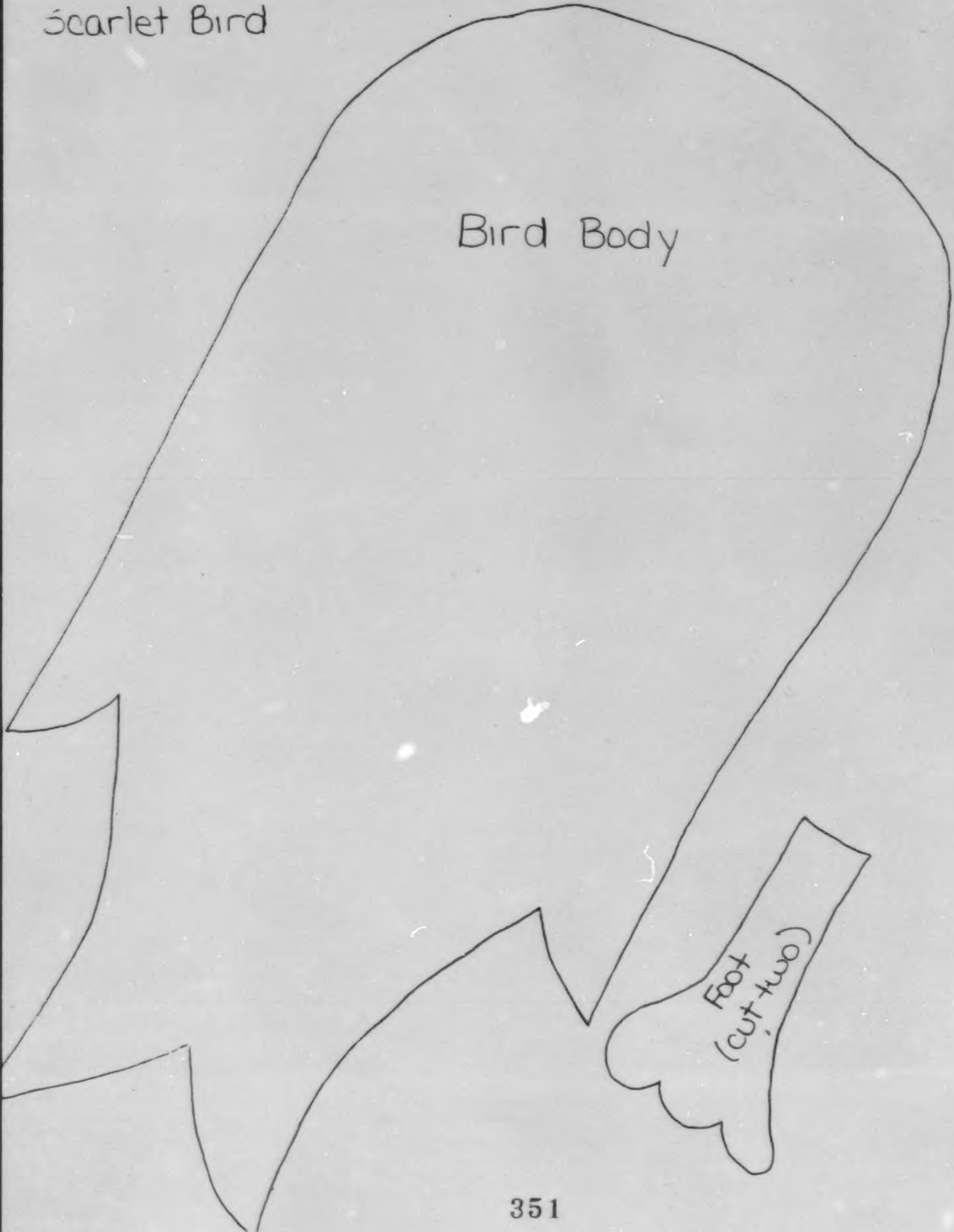
MOUSE PUPPET


MOUSE PUPPET BODY

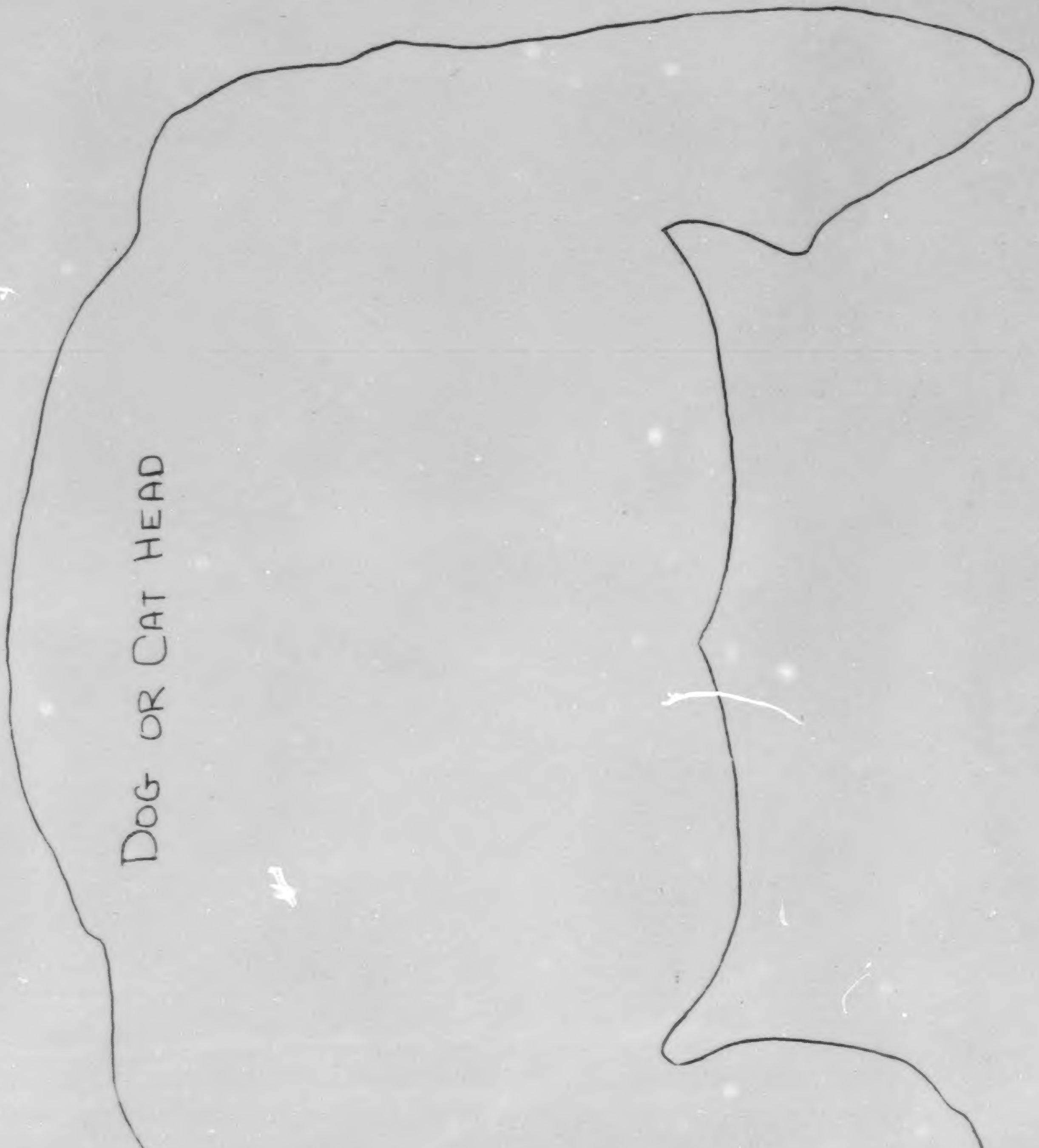
Scarlet Bird


fringe
Bird Head
Eye
(cut 2)
cut on fold
Bird mouth
Beak

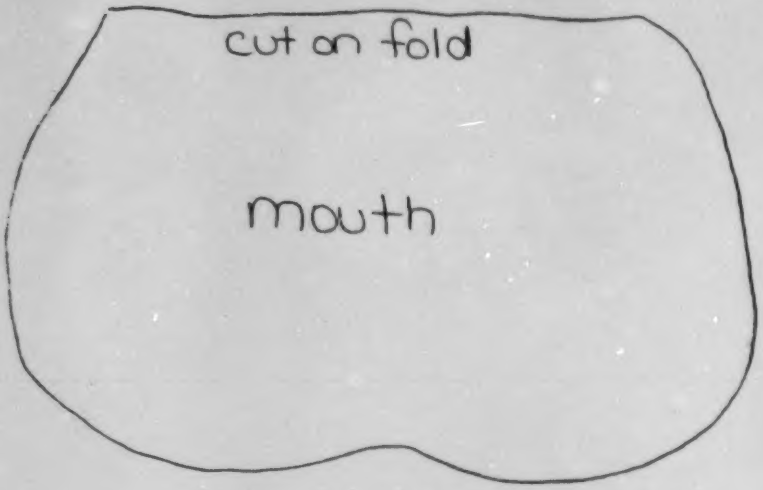
Scarlet Bird

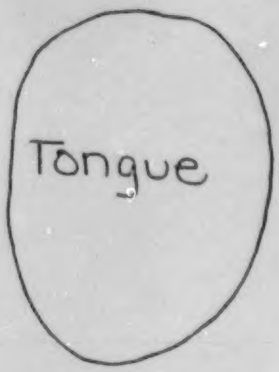

Bird Body
Foot (cut two)

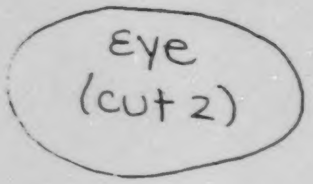
Dog or Cat Head - EARS UP FOR CAT
EARS DOWN FOR DOG


DOG OR CAT HEAD

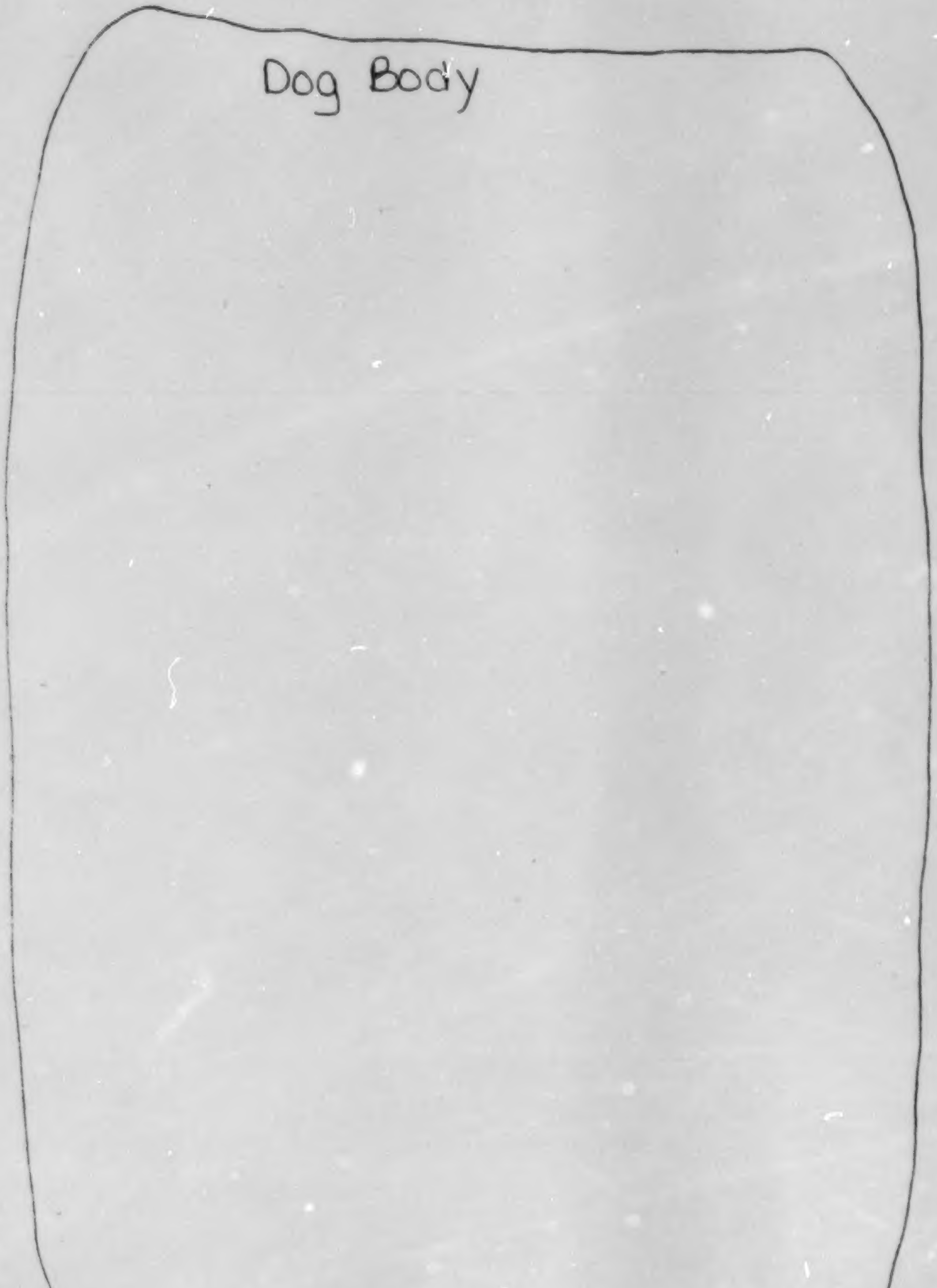
Dog or Cat Mouth & Tongue


cut on fold
mouth





Dog or Cat Puppet



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PEGBOARD TOOL HOLDER

II. ACTIVITY FORMAT:

A. Tools and Materials

pegboard 36' x 24'
hooks
paint

B. Procedures for this activity (with helpful hints)

Shadow paint shapes of tools on pegboard - hang tools on pegboard.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DESIGNING AND BUILDING CREATIVE MACHINES

II. ACTIVITY FORMAT:

A. Tools and Materials

scrap stuff - wood, egg cartons, material
paint
glue
saws
drills

B. Human Aides and Resources

Parents or college students to help with tools

C. Procedures for this activity (with helpful hints)

1. Children think up a machine they want to invent
2. Each child makes blueprint for machine
3. Using blueprint construct machine with scrap materials
4. Paint with tempera and shellac
5. Write a language experience story on invention

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SOLID EARTH AND THE UTILIZATION OF ITS RESOURCES

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCES

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to introduce children to some of the elements that make up our earth. The study of rocks is stressed.

TEACHING/LEARNING RESOURCES:

1. Reference material:

Film: Rocks - Where They Come From

2. Field Trips:

Mine-'s Den (Rock shop)
Detroit Children's Museum (free) only Saturday
Observing apartment building next to our playground
Cranbrook Institute of Art

3. Human Resources:

College student
Mothers
Two fathers from school who are rock hounds
A father who works with stained glass as a hobby
Ex-cartographer loaned us relief maps he had made

4. Activities:

Topographical model of earth
Polishing rocks for jewelry making
Rock chart
Making crystalline rocks

Role playing experiences:

Coal miners (via miner's hat, lunch pail)
Builders (building their own puppet stage)

UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCES

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills	
Vocabulary Writing Reading Discussing	Use and recognize words involving land formations (deserts, mountains, volcanoes, etc.) Write thank-you notes, descriptions of different areas Write about the workers studied (miners, builders) Read about area differences, mineral, etc. List five adjectives in describing a rock
Math	
Measuring (linear, cup, spoon) Fractions	Use yardstick, ruler to make linear measurements for puppet stage Recognize and follow through with simple formulas: a) making crystalline rock from charcoal b) mixing plaster of paris for fossils c) making concrete for model city d) making flour clay for relief maps Use fractions within formulas

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make charts by using pictures from magazines - label bodies of water, hills or mountains, plains, and desert Brainstorming with students Rock chart Have children categorize rocks by color, texture and hardness	
Make puppet stage Make rock, plaster of paris, concrete and flour clay	

UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCES (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies Working together	Work in a group that requires sharing Help make group decisions
Science Topography, geography, life styles affected by land conditions Power sources Ecology Conservation Using formulas Crystalline and other rock formation fossils Comparing rocks Classifying minerals	Recognize and discuss differences in topography, geography Discuss "life styles" affected by land areas and conditions Recognize source of powers and importance of conserving them Categorize rocks according to color, texture and hardness

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Topographical model of earth	
The children will pick out rocks from a specified group after hearing other students' descriptions Making crystalline rocks	

UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCES (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art Forming Separating Combining	Separate rocks by size and combine them into aesthetic shapes
Career Awareness People and their jobs Functions Locations Tools Education	List 4 occupations relating to rocks Discuss workers who supervise conservation of natural resources Discuss various education necessary for people who work with "the solid earth" Discuss the various locations of work related to natural resources List two tools used by workers who extract and utilize natural resources

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Using natural materials Drawing, making relief maps Jewelry Polishing rocks for jewelry making **Make rock animals**	
	Miner's Den **Cranbrook Institute of Arts**

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CRYSTALLINE ROCKS

II. ACTIVITY FORMAT:

A. Tools and Materials

See below

B. Procedures for this activity (with helpful hints)

FIVE FORMULAS FOR CRYSTALLINE ROCKS

	NO. 1	NO. 2	NO. 3	NO. 4	NO. 5
WATER	6	6	6	1/2 cup	1
CLEAR HOUSEHOLD AMMONIA WATER	1	2	1-1/2	3	1
TABLE SALT	6	6	6	2	1
LAUNDRY BLUEING			12 drops	1/2 oz.	
RED INK				1/2 sm. bottle	

ALSO: Pieces of Charcoal

Swirl mixture around in a closed jar for several minutes. (get a saturated salt mixture)

In a small fish bowl, glass jar or dish or a pie plate, place plum-sized charcoal, coal (or stones, cement, red bricks, concrete, wood, dead twigs, coke, unglazed porcelain, cheap sponge).

Pour solution and undissolved salt over the pieces.

Use spoon to keep wetting them until they do not seem dry when you stop.

The pieces should be about an inch above the water level.

Use medicine droppers to put drops of food coloring, red and green ink, fabric dyes, or mercurochrome in different places on the pieces.

Rub vaseline around rim of dish to keep flowers from growing over the sides.

Set dish in warm, dry spot where it will not be disturbed.

You can make more of the solution, keeping it in a closed jar.

After two or three days, you can add a little solution and more drops of color.

(Crystals of quartz and other minerals are formed like these salt flowers. Some of them have taken millions of years to form)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children could see crystals form and relate to crystalline forms in minerals. They were very interested in following the formulas, watching for results, and being careful not to change results (by bumping, etc.)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ROCK CHART

II. ACTIVITY FORMAT:

A. Tools and Materials

cardboard
magic markers
collected rocks
glue
ruler

B. Human Aides and Resources

Miners Den - Mike

C. Procedures for this activity (with helpful hints)

1. Collect rock in school yard.
2. Discuss grouping - color, size, weight, hardness and shape.
3. Children make own decisions as to how to group.
4. Measure cardboard and divide into sections.
5. Glue rocks to cardboard and label.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

1. NAME OF ACTIVITY

POLISHING ROCKS FOR JEWELRY MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

rock tumbler and grit
rocks
water

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Fill rock tumbler jar with small stones about half full. Add full amount of coarse grit, add water to cover, secure cap and place in tumbler. Run for 7 days and nights. Repeat the step second time using medium grit, then use fine grit, then use polished rocks for jewelry making. Total time lapsed - 4-5 weeks.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Tumber makes noise in classroom. Children do remain interested. Show them the stones at the completion of each step which takes seven days and nights for each. We are still working on ours.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TOPOGRAPHICAL MODEL OF EARTH

II. ACTIVITY FORMAT:

A. Tools and Materials

colored clay
brown paper
newspaper

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Choose a large area where it won't have to be moved and spread paper. Draw a large circle. Children then plan various earth surfaces on paper. Then using green, blue and brown colored clay, the children mold the earth's surface.

green - grass
blue - water
brown - mountains

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Mountains were difficult. Wad newspaper into balls. Then using a flat sheet, tape it over the various shaped balls to help form mountains. Put clay over paper. Don't make them too big because little children had trouble getting it to stay properly.

TRANSPORTATION

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: TRANSPORTATION - PREDOMINANTLY TRAINS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit will introduce varied means of transportation and how they affect us and help us.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
At The Airport - Colonius
Cleared for Takeoff - Coombs, Charles Ira
Behind the Scenes at an Airport
Loopy - Gramatky, Hardie
I Want to be a Pilot - Greene, Carla
Little Airplane - Lenski
Tommy Learns to Fly - Lewellen
A Beginners Guide to Building and Flying Model Airplanes - Lopshire, Robert
Working Together - McIntire
Pogo's Sky Jack - Norlings
Discovering Aerospace - Pacilio, James V.
Joe's Story of the Airport - Smith
Let's Go to an Airport - Sootin
The Little Red Caboose That Ran Away - Curren, Polly
  Treasure Books, Inc. 1952
Curgy and the Blue Caboose - Froeman, Lydia and Don
  The Viking Press 1951
The Little Red Caboose - Potter, Marion
  Simon and Schuster, Inc. 1953
Circus Train - Shelby-Loundes, Joan
  Alelard-Schuman 1957
The Big Book of Train Stories - Weisgard, Leonard
  Grossett and Dunlop, Inc. 1955
A History of Travel in America - Dunbar, Seymour
  Bobbs-Merrill Co., Inc. 1937
Trains - Henry, Robert Selph
  Bobbs-Merrill Co., Inc. 1954
The Railroad Station - Meeks, Carroll
  Yale University Press 1956
The Railroad Passenger Car - Mencken, August
  Johns Hopkins Press 1957
The Illustrated True Book of American Railroads - Webb, Robert N.
  Grossett and Dunlop, Inc. 1957

Movies: Airplane Trip
An Airplane Trip by Jet
Airport in the Jet Age
Boats and Ships
Jet Pilot
The Passenger Train
Wheels, Wheels, Wheels

Filmstrips, Flat Pictures, Records:
See page 121 of R. O. I.M.C. Catalog 1972-73

2. Field Trips:

Royal Oak Bus Station
Royal Oak Train Station
Metropolitan Airport
Greenfield Village Museum

3. Human Resources:

Aviatrix, aviator
Bus driver
Truck driver
Train conductor
Taxi driver
Car designer
Tour guide
Visit by a commercial pilot
Visit by an air traffic controller
Visit by a stewardess
Visit by a private pilot

4. Activities:

Transportation dress for teacher
Mural of train or train station
Make posters on railroad safety
Ice Cream Stick livery stock cars
Milk carton cars
Construction paper car
Construct a helicopter
Symbols for airlines

Role playing:

Dramatize a train trip
Take an imaginary cruise
Use play money to buy and sell tickets
Simulate airplane trip
Make symbols of air lines on plastic drinking glasses
Compass game
Construct a helicopter
Draw route of imaginary trip on map

UNIT TITLE: TRANSPORTATION

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies History of transportation Types of transportation Maps - travel maps and standard maps Legends	Discuss the beginnings of aviation Discuss the uses of our air transport system today Discuss the future uses for space travel Recognize the different kinds of trains Briefly tell the history of trains Identify the different types of engines
Science Fuels needed by different vehicles (ecological aspects) Weather conditions Structure of an engine-visible engine	Be aware that fuels are needed for vehicles to operate Point out major parts of an engine Know that steam is used to push engines Differentiate weather instruments and their uses Discuss the role of air during the plane's flight

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Maps of continents, countries, oceans and major cities displayed throughout room for students to explore Brief and condensed history of aviation Different kinds of aircraft and space travel Draw route of imaginary plane trip on map Make posters on railroad safety Transportation dress for teacher - See Activity sheet insert Make a group mural showing land, sea and air travel. Label each mode of travel	Maps: World State of Michigan
Weather conditions Weather instruments Movement of a plane through the air Discuss the use of fuels necessary for vehicles to run Use flat pictures showing various weather conditions and instruments	

UNIT TITLE: TRANSPORTATION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Money concepts Time and distance measurement, MPH Working with a compass Flight plan Linear measurements	Tell time accurately Count number of cars in a passing train Do story problems related to trains Purchase a ticket and know how much it will cost in money value Compute costs of train trips taken
Communication Skills Creative writing skills Reading skills Letter writing Vocabulary Role playing	Use library books for research materials Help in writing to a train company requesting information Write a thank-you letter to visitor from train station Read a train schedule with adult help Relate a story about a train Dramatize or role play workers at a train station Write a creative story about trains using new vocabulary words

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Differentiate between directions given on a compass Tell the time a plane departs from one city and arrives in another Counting money to buy a plane ticket Work with story problems Count cars in both freight and passenger trains	Compass Train schedule Play money
New words: spelling and definitions on a written or oral level Role playing a dream trip Letter writing Creative writing about real or simulated journeys Recognize and define related words (stewardess, pilot, passenger, luggage, etc.) Become familiar with symbols for airlines and railroads	Posters and symbols for various airlines and railroads Flat pictures of: stewardess, pilot, passenger, luggage

UNIT TITLE: TRANSPORTATION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Music Songs related to trains Meaning of their whistles Foreign songs	Sing the song "I've Been Working on the Railroad" Sing and act out "Get On Board Little Children" Recognize different train whistles and know what they mean
Art Color identification Separating and combining materials Creative design	Be familiar with primary and secondary colors Recognize different railroad signs and the colors involved in making them Use paints, crayons and magic markers Use scissors and glue Express ideas through pictures and models designed

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Same as Behavioral Objectives	**Sheet Music - Piano:** **I've Been Working on the Railroad** **Get on Board Little Children**
Work with color chart showing primary and secondary colors Mural of train or train station Ice cream stick livery stock cars Milk carton cars Construction paper car Construct a helicopter	

UNIT TITLE: TRANSPORTATION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Career/Self-Awareness	
Service jobs of a railroad Interdependence of careers Attitudes of railroad workers likes dislikes Locations of work	Match the duties of railroad workers with pictures of railroad workers Describe the duties of the railroad workers Tell three ways that trains help different businesses List two likes and dislikes of various workers in railroad transportation Identify those railroad occupations which are performed inside (sheltered) and those which are performed outside

METHOD OF IMPLEMENTATION

Role playing:

Have a child play parts of different railroad workers (conductor, porter, brakeman, engineer, etc.)

Have children dramatize a train trip

Discuss what workers like about their jobs
- a) meeting people
- b) travel by some
- c) excitement of a busy airport - thrill of flying
- d) the salary and hours of work

What kinds of tools do the workers use?
- a) uniforms characteristic of their jobs, machinery, conveyor belts, TV, radio planes, cars, trucks, carts

Why do people work?
- a) to earn money
- b) to be near other people
- c) to provide a service
- d) the excitement of travel for some

How does their job help others?
- a) lets people vacation or travel long distances from home in short period of time, carries mail, packages and cargo

RESOURCE PEOPLE & MATERIALS

Tour Metro Airport - American

Police Aviation 224 1577 Unit (Helicopter) Hour Tour

Wright Airlines - Detroit City Airport - tour airplane on ground

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRANSPORTATION DRESS FOR TEACHER

II. ACTIVITY FORMAT:

A. Tools and Materials

white or light colored material
tag board frames - 3" x 3"
permanent magic markers

B. Procedures for this activity (with helpful hints)

1. Cut out dress pattern before you bring it to school. Do not sew dress together until you have finished designing it.
2. Have children design several ways of transportation on 3" x 3" piece of newsprint.
3. Teacher should pick the child's best picture and should choose the pictures so you do not have all pictures pertaining to one type of transportation.
4. Have the children one at a time transfer their pictures using magic marker from the paper to the material using the frame to keep their picture in a certain area.
5. After the pictures are all on the dress, let it set for at least 24 hours.
6. Soak the dress in cold water, salt and vinegar for 2 hours to set design.
7. Sew dress together and you are ready to wear it.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Make sure all your magic markers are permanent or the dress will run.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MURAL OF TRAIN OR TRAIN STATION

II. ACTIVITY FORMAT:

A. Tools and Materials

huge piece of white paper
tempera paint
brushes
newspaper

B. Procedures for this activity (with helpful hints)

1. Put the piece of paper on the floor, on top of the newspaper.
2. Certain children will draw different parts of the mural. When they are finished others will add other parts.
3. Once the mural is done it will hang on the wall.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It will take several days to do because the children must plan what type of mural they want and who will paint what on the mural.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE POSTERS ON RAILROAD SAFETY

II. ACTIVITY FORMAT:

A. Tools and Materials

poster board
tempera paint
brushes

B. Procedures for this activity (with helpful hints)

1. Draw their drawing on the poster board (12" x 12").
2. Paint in the desired colors.
3. Let it dry overnight.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Takes about 30 to 45 minutes to paint.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ICE CREAM STICK LIVERY STOCK CARS

II. ACTIVITY FORMAT:

A. Tools and Materials

ice cream sticks
glue
wood or cardboard
toy animals
ruler
saw or scissors
sandpaper

B. Human Aides and Resources

About two or three parents are needed during the part where they saw the sticks

C. Procedures for this activity (with helpful hints)

1. Cut the wood or cardboard into the desired size (same length as ice cream stick).
2. Saw ice cream sticks in half.
3. Paste the sticks all around the outside of the piece of wood so that one end of the stick is pasted to the board.

4. Do this all the way around and when it's dry, add pieces of ice cream stick facing the other way.

5. Lastly place the toy animals inside the car.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Takes about 45 minutes to construct.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MILK CARTON CAR

II. ACTIVITY FORMAT:

A. Tools and Materials

milk cartons
paints
brushes
water
scissors
tape

B. Human Aides and Resources

Parents to save milk cartons

C. Procedures for this activity (with helpful hints)

1. Open up milk carton and cut out 2 opposite sides.
2. Next fold other two sides and tape them down.
3. Next paint desired color on all sides except bottom rectangle.
4. Then draw desired car on two sides.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It takes about a half hour.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTION PAPER CAR

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper
rulers
tape
scissors
paste or glue
crayons, magic markers or paint

B. Procedures for this activity (with helpful hints)

1. Fold paper into four equal rectangles.
2. Cut in on all folds two inches. These will later be folded to make sides of car.
3. Color in first and third rectangle with desired type of car (example:windows for passenger train, freight cars or caboose car).
4. Color second square with desired color (example: red for caboose or grey for passenger).
5. Last or fourth square will be bottom of car so it does not have to be colored.
6. Color in desired color on first and third folded sections and add windows if desired later on.
7. Fold rectangles into shape (it will look like this).
8. Tape the long edges together.
9. Fold in second and fourth sides, glue these,then fold the other two sides and glue them also.
10. Use cottton balls for wheels, magic marker them with black magic marker.
11. Next place them on bottom of car with paste.
12. If car is a caboose, add a piece of construction paper on top (folded in shape of a square).

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It will take about one hour.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCT A HELICOPTER

II. ACTIVITY FORMAT:

A. Tools and Materials

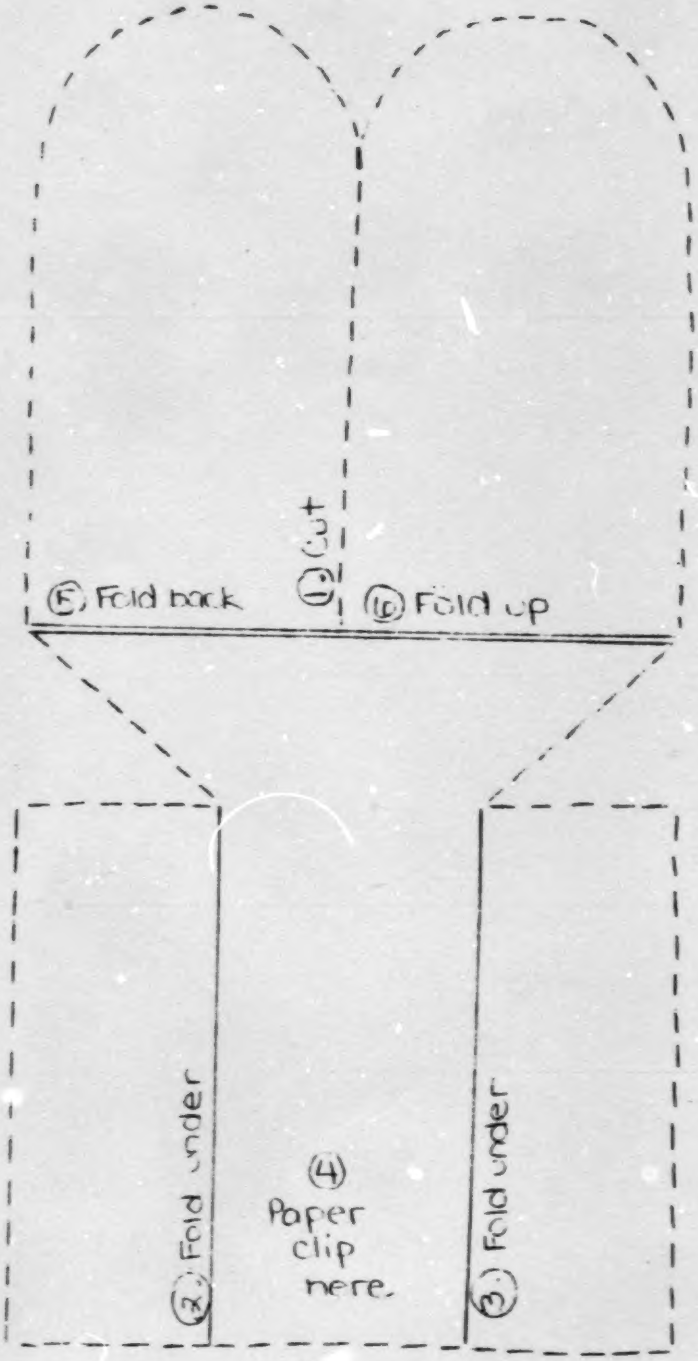
paper
scissors
paper clips

B. Procedures for this activity

1. Cut out helicopter
2. Fold in designated areas
3. Put paper clip on
4. Drop helicopter from chair or desk

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HELICOPTER


①. Cut
⑤. Fold back
⑥ Fold up
②. Fold under
③. Fold under
(4) Paper clip here.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SYMBOLS OF AIRLINES

II. ACTIVITY FORMAT:

A. Tools and Materials

- clear plastic drinking glasses
- colored marking pens
- construction paper
- yarn
- glue
- scissors

B. Procedures for this activity (with helpful hints)

1. Collect symbols of various airlines
2. Design symbol on paper first
3. Put symbol on the plastic glass using any media provided

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

NAME__________________________________

DATE__________________________________

TRANSPORTATION TEST

1. TRANSPORTATION CAN BE DIVIDED INTO 3 GROUPS. THEY ARE:

    a. ____________________________

    b. ____________________________

    c. ____________________________

2. AIRPLANES NEED A __________________ TO LAND AND TO TAKE OFF.

3. A ________________________ HAS TO TRAVEL ON A TRACK.

4. A ________________________ HELPS PULL BIG BOATS.

5. A CAR NEEDS _____________________ TO HELP IT RUN.

6. HE TAKES CARE OF A BUS. ________________________

    a. TICKET AGENT b. SERVICE MAN c. DRIVER

7. PEOPLE WHO RIDE ON A TRAIN ARE CALLED ___________________________.

    a. PASSENGERS b. PORTER c. ENGINEER

8. WHICH IS THE FASTEST TYPE OF TRANSPORTATION? _____________________________

    a. CAR b. TRAIN c. JET

9. THE KITCHEN ON A BOAT IS CALLED A

    a. DECK b. DOCK c. GALLEY

10. THE CONTROL TOWER HELPS THE PILOT LAND AND TAKE OFF. T F

11. AN AIRLINE HOSTESS FLIES THE AIRPLANE. T F

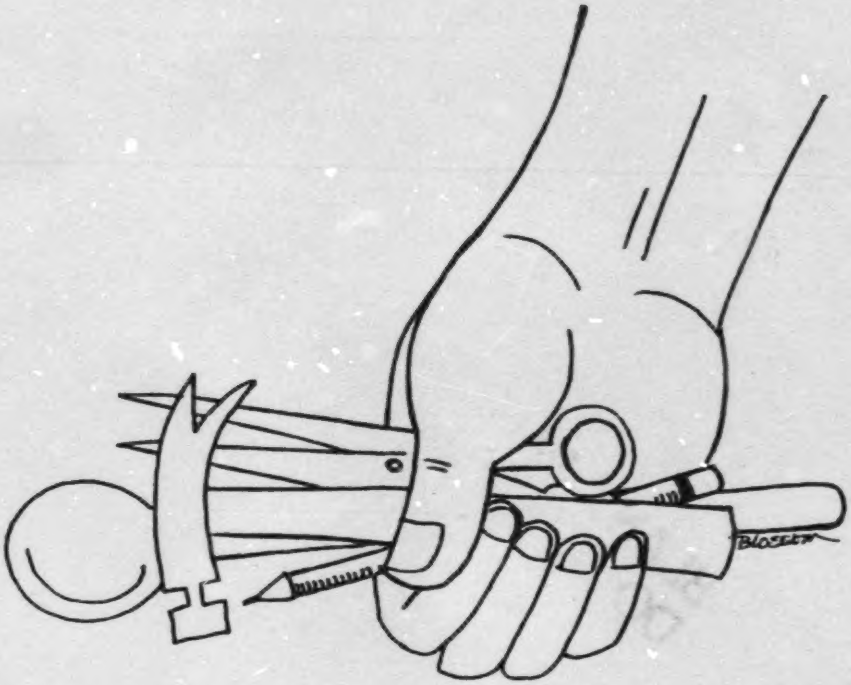
12. A PILOT HAS TO HAVE SPECIAL TRAINING TO KNOW HOW TO FLY THE PLANE. T F

13. A CAR IS BIGGER THAN A BUS. T F

14. A PLACE TO SLEEP ON A SHIP IS CALLED A CABIN. T F

______________________ ______________________

ON THE BACK SIDE DRAW ONE TYPE OF TRANSPORTATION FOR LAND, WATER AND AIR



USING OUR HANDS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: USING OUR HANDS

GRADE LEVEL: K-2

GENERAL OVERVIEW: We are developing an awareness of the importance of our hands to our way of life, as contrasted with other animals. We are focusing our attention on ways our mothers and fathers use their hands at home and away from home for work and play. We are using our hands for a wide variety of activities for skill development.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Films:
Play Day
Cuckoo Clock That Wouldn't Cuckoo
Toot, Whistle, Plunk and Boom
The Mailman

Books:
A Hole Is To Dig - Krauss
The House My Grandpa Built
Sandy Signs His Name - Brown
Talking Without Words - Ets
Who's There? Open the Door - Munari
The Man Who Wouldn't Wash His Dishes
Nothing To Do - Hoban
Pelle's New Suit - Beskow

2. Field Trips:

3. Human Resources:

Parent volunteers are used every day (two at a time)
Sixth grade students helped
College students

4. Activities:

Making cement bricks and patio stones
Paddle wheel boat
Candle making

UNIT TITLE: **USING OUR HANDS**

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills	
Vocabulary	Use ten new vocabulary words which relate to the study of use of hands
Brainstorming	Participate in brainstorming the things we do with our hands
Creative writing	Write or dictate a story about a member of their family's job and illustrate
Social Studies	
Interdependence of workers	Tell how workers help each other Discuss the ways hands are used in jobs Discuss the ways hands are used in sports or in hobbies Tell the differences between babies' hands, their hands, and adults' hands

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Brainstorming - Things we do with our hands Work our parents do with their hands: a) at home b) away from home Work others do using their hands Experience stories dictated to teacher about family work or world of work Discussion of magazine pictures, collected by teacher	
Discussion: People help each other People gain satisfaction from making and doing things with their hands People use hands to convey messages to others; policeman, train signalman, baseball coach People use hands for games and sports Children learn from parents how to use hands to care for own physical needs Babies discover their hands Children learn new skills using hands in school **List differences between babies' hands, their hands, and adults' hands**	Flat pictures: Schools, Families and Neighborhoods - Field Educational Publications Filmstrip: It's In Your Hands - ECF203

UNIT TITLE: USING OUR HANDS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Relationship of animals to man	Describe the shape of man's hand as compared to other animals
Math Number identification Pattern copying	Identify numerals to 10 Copy geometric shapes with pegs Copy pattern with beads Play rocks,scissors, and paper

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion: Looking at pictures	
Animals: Animals work for their food and shelter	
Animals use various parts of their bodies for work; beaver, raccoon, bees, ants, birds	
Examining the structure of our hands: opposing thumb, why it is important; bones, muscles, skin	
Writing numerals to 10, also writing them on chalk board and in wet sand	
Simple games using fingers for numeral recognition and addition	
Numerals made of clay	
Peg boards - pattern copying in geometric shapes	Peg boards and pegs and rubber bands
Bead stringing - pattern copying	Beads and strings
Ruled paper, 1" squares - pattern copying	Ruled paper and crayons
Clock puzzle	
Numeral puzzles with pegs	
Made number book pages 1-10 using coloring, pasting animal pictures and printing using stamp pad	

UNIT TITLE: USING OUR HANDS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Drama Pantomiming - workers move their hands	Pantomime 10 workers who use their hands
Music Rhythm - we move in rhythm	Move in rhythm to music Clap hands in rhythm with music Beat out rhythm to music Participate in finger plays: i.e., Itsy Bitsy Spider

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Pantomiming workers for others to guess	
Music and rhythm activities: Using hands in rhythm to music a) finger plays b) songs with motions c) clapping d) snapping Using hands to create music rhythm instruments a) drums b) sticks c) bells d) castanets e) maracas	
Observing and listening to others produce music	Our school band and string players Keller Junior High Band Teacher playing piano

UNIT TITLE: USING OUR HANDS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Motor Skills	
Eye-hand coordination - skill comes with practice	Throw a ball, catch a ball, climb a rope and follow the leader **Distinguish between his right and left hand**
Career Self-Awareness	
People and their jobs:	Name five workers who use their hands
Some people work with their hands	Name five workers who use tools
Tools people use:	Name the advantages and disadvantages of these jobs: a) mailman b) policeman c) fireman d) construction worker e) carpenter f) brick layer
Some people use tools in their work. Hands are tools	
Likes Dislikes	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Physical Education: Balls: throwing, catching, bouncing Climbing ropes Perceptual exercises following leader **Learning to identify his own right and left hand**	
Practical skills: Drawing around hands and cut out Using hands to make a useful product and to develop skill (see hands-on Activity Sheets) a) candles b) paddle wheel boat c) sewing card picture - ecology, re-using discards, styrofoam meat trays d) bricks and patio stones Putting on outdoor clothing; practicing buttoning and zipping Shoe tying using lacing boot and cardboard lacing frame - to take home Lacing frames are made from tag board Yarn is used to lace Tips on yarn are masking tape Learning to handle books correctly, how to turn the page by the corner	

HANDS ON ACTIVITY (STUDENT PERFORMED)

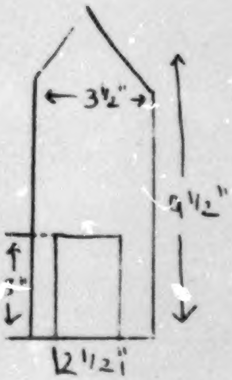
I. NAME OF ACTIVITY

PADDLE WHEEL BOATS

II. ACTIVITY FORMAT:

A. Tools and Materials

hammer
dremel saw
drill
glue
wood
cardboard pattern
pegs, spools, beads
staples and stapler
paint - enamel
paint brushes
scissors
nails
dowels



B. Human Aides and Resources

College student

C. Procedures for this activity (with helpful hints)

1. Child traces around cardboard pattern of boat.
2. Saw on line using dremel saw.
3. Cut tongue depressor with scissors for paddle wheel.
4. Attach paddle wheel to rubber band with stapler.
5. Add scrap wood for cabin, with hammers and nails.
6. Add pegs, spools, beads or dowels, as desired (drill holes for pegs and dowels and glue in).
7. Paint.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CEMENT BRICKS AND PATIO STONES

II. ACTIVITY FORMAT:

A. Tools and Materials

molds for bricks 8" x 3-1/2"
molds for patio stones 8" x 12"
motor oil and brush for applying
ready-mix cement and pail for mixing
trowel and putty knife
stick for stirring

B. Human Aides and Resources

Two 6th grade boys helped

C. Procedures for this activity (with helpful hints)

1. Apply oil thoroughly to inside of mold.
2. Stir cement with water, approximately 2 parts water to 1 part sand and cement mixture (Sakret).
3. Fill mold with cement and edge with putty knife. Smooth the top.
4. Allow to harden - 1 to 2 hours.
5. Put board on top and invert, tap to remove brick or patio stone.
6. Clean all tools thoroughly.
7. Don't use sink for washing hands or tools.
8. Keep cement away from face.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

wax
dye
old coffee pot
large pan
hot plate
wicks (wire core)
pencils or dowels
half-pint milk cartons

B. Human Aides and Resources

Mother helpers

C. Procedures for this activity (with helpful hints)

1. Place wax pieces in old coffee pot.
2. Set pot in hot water in large pan on hot plate.
3. After wax is melted, add dye and stir.
4. Children wrap wick around a pencil and place pencil in slits in top of milk carton.
5. Wired wick should be placed in center.
6. Pour wax. Let wax harden at room temperature.
7. Tear carton off. Wrap for a gift.

One mother watches wax carefully so that it doesn't overheat or get spilled. We worked in groups of 6 or 7 each day.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

WEATHER

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: WEATHER

GRADE LEVEL: K-2

GENERAL OVERVIEW: The earth is surrounded by air. It is changes in the air or atmosphere which produce our weather. The weather affects our work and many people work in occupations that tell us what the weather will be.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
Snow
How Weather Helps Us
What Makes Rain?
Weather for Beginners
Rainshower
Season of the Year
One Rainy Day
Picture Book of Weather
What Is Weather?
Let's Find Out About Weather
Weather All Around
Who's Afraid of Thunder
Weather
Look and Learn
True Book of Air Around Us

Poem: My Blue Balloon

Filmstrips: How the Weatherman Records and Forecasts Weather

Records:
Weather Songs
Songs For A Rainy Day
What Makes Rain?

2. Field Trips:

Playground - study clouds, winds
City Airport - Weather Station

3. Human Resources:

Jerry Hodak, WXYZ-TV 557-9000
Hugh Copland, WWJ

4. Activities:

Make weathervane

Daily and weekly weather chart
Pinwheels
Make hydrometer
Snowball targets
Bulletin board
Make Helicopter

Activity with no directions:

Make thermometer

UNIT TITLE: WEATHER

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Atmospheric conditions	Keep a daily chart of weather changes Keep a daily chart of different cloud formations
Four Seasons	Illustrate the four seasons in the following manner: a) dress b) trees c) activities

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion	Hugh Copland - WWJ
Reading Books	
Films	
Demonstrate evaporation by wetting chalkboard	
Make a cloud with kettle and boiling water	
Produce "water cycle" in a heavy plastic bag	
Do thermometer water experiment	
Make pop bottle thermometer	
Construct a wind vane	
Make cloud booklets (attached ditto)	
Make a helicopter	
Collect pictures of the four seasons	Magazines
Make bulletin board showing same scene in different seasons	
Make paper dolls and dress for four seasons	

UNIT TITLE: WEATHER (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Computing temperature	Read a thermometer to the nearest 10 degrees
Social Studies Weather affects jobs	Name three seasonal jobs Name three jobs whose activities are dependent on weather forecasts

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Record temperatures on individual thermometers (dittos or fake thermometers) Use glasses of hot water Add ice Students work in small groups and record on individual ditto with red crayon	Ice Glasses Thermometers Red crayons Dittos (attached copy)
Role playing an occupation in different seasons: a) carpenter b) tree trimmer c) crossing guard d) life guard e) grave digger f) farmer **g) construction** Book - Weather All Around by Pine and Levine Discussion Example: Pilot Baseball player Farmer Make a book - How Weather Affects Jobs	

UNIT TITLE: WEATHER (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Career Awareness Weather forecasting or reporting Service functions of weather Careers	Describe the difference between a forecaster and a reporter and list functions
Communication Skills Writing	Contribute a word or idea to class weather picture dictionary **Make a book that shows how weather affects how a person feels**
Art Painting	Use water colors to paint a picture

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion - tools, functions, attitudes Resource person - Jerry Hodak or Hugh Copland to visit - ask about tools used, functions of his job, what he likes about his job Role play: A weather reporter - (each child take a turn reporting after hearing daily weather report) (phone or newspaper)	Jerry Hodak Hugh Copland
Make a class weather picture dictionary Write and illustrate how weather affects your personal feelings	
Watercolor a rain picture following the viewing of film	Movie - Rainshower

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING PINWHEELS

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors
crayons
colored ditto paper (cut 6" x 6")
straws, pins, masking tape

B. Procedures for this activity (with helpful hints)

1. Fold paper twice - corner to corner
2. Cut on each line, halfway to center
3. Bend one section of each corner to center
4. Push pin through the paper corners and the center of the paper - then through the straw
5. Tape the end of the pin
6. Color small red dot on one section
7. This pinwheel can be attached to the windmill

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCT A HELICOPTER

II. ACTIVITY FORMAT:

A. Tools and Materials

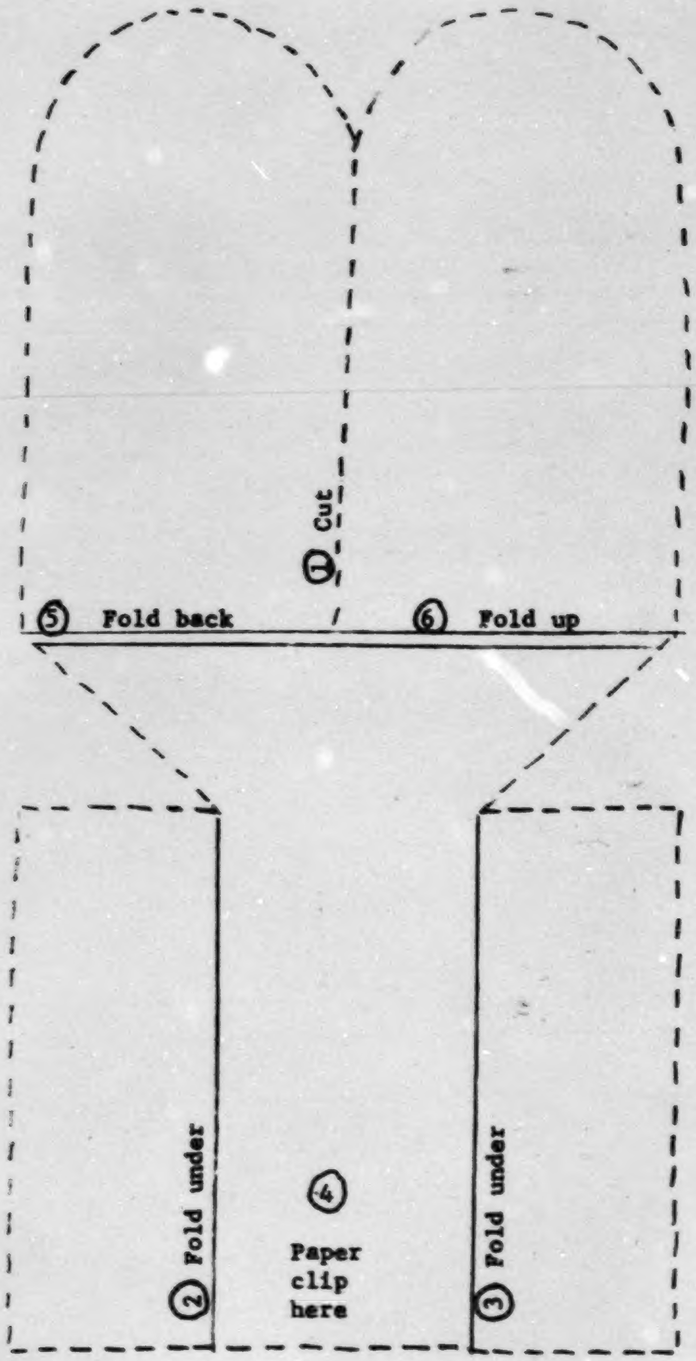
paper
scissors
paper clips

B. Procedures for this activity

1. Cut out helicopter
2. Fold in designated areas
3. Put paper clip on
4. Drop helicopter from chair or desk

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HELICOPTER


① Cut
⑤ Fold back
⑥ Fold up
② Fold under
③ Fold under
④
Paper clip here

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING HYGROMETERS

II. ACTIVITY FORMAT:

A. Tools and Materials

dremel saw
brace and bit
patterns
1/4" plywood or masonite (8 x 3" squares)
tempera paint
blotter paper soaked in cobalt chloride

B. Human Aides and Resources

Parents to cut the masonite into 8" x 8" squares for us
Parents to help on dremel saws

C. Procedures for this activity (with helpful hints)

1. Trace patterns on masonite squares.
2. Cut on dremel saws.
3. Drill hole.
4. Paint and dry.
5. Glue blotter paper
6. Attach hanger.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The paper as viewed through the hole will turn pink when the humidity is high, blue when it is dry.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WEATHER VANE

II. ACTIVITY FORMAT:

A. Tools and Materials

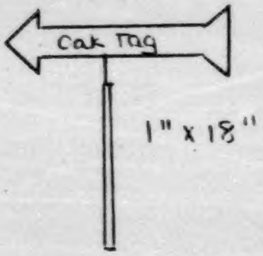
gimlet
hammer
nail
vise
1" x 18" wood dowel per child
1 pick-up stick per child
templates of cardboard
tag board to make arrows
signs indicating four compass points

B. Human Aides and Resources

Supervisor to direct activity

C. Procedures for this activity (with helpful hints)

Build a weather vane to indicate wind direction.



2 arrows with pick-up sticks glued between hole drilled in dowel

After building children drill hole in ground and insert weather vane

1. Do in groups of four.
2. Each child makes two arrows - glue pick-up stick between. Let dry overnight.
3. Put dowel in vise. Start hole with nail and hammer. Remove nail and drill hole with gimlet.
4. Put arrows with sticks in hole.
5. Take out doors - put in ground. (Have signs up indicating N,S,E,W)
6. Determine wind direction.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

RECORD WEATHER ON WEATHER BOARD AND CARDBOARD THERMOMETER

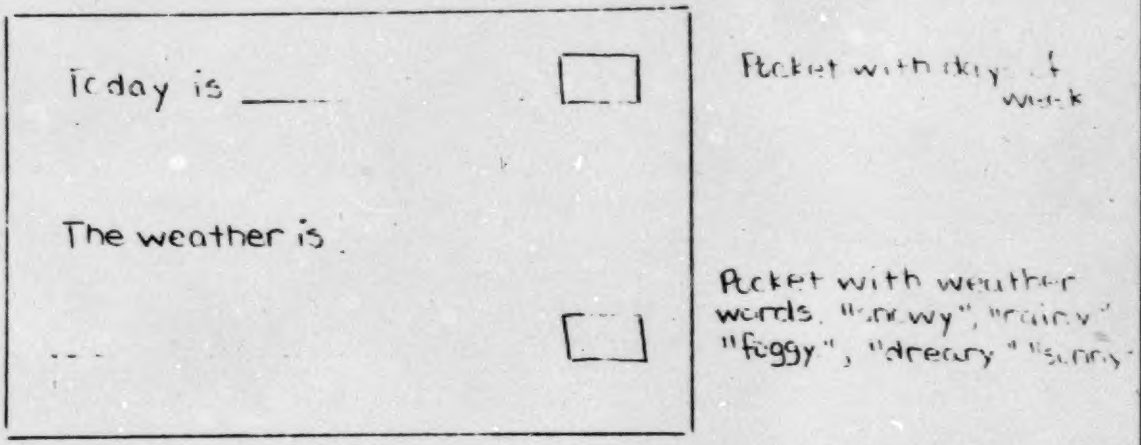
II. ACTIVITY FORMAT:

A. Tools and Materials

tagboard with pockets for days of week and weather words (made by teacher)

B. Procedures for this activity (with helpful hints)

Record weather on weather board each day (teacher made)


Today is
The weather is
Pocket with day of week
Pocket with weather words, "snowy", "rainy" "foggy", "dreary" "sunny"

Children go to weather board each morning. Choose day of week and put in place. Discuss weather. Teacher prints words children suggest - cold - hot - warm - rainy - snowy - foggy, etc. Children choose appropriate words each day. New words are added during year as weather changes. Children indicate temperature on thermometer.

Children bring in weather report cut from newspaper.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SNOWBALL TARGETS

II. ACTIVITY FORMAT:

A. Tools and Materials

a white vinyl shower curtain
string
magic markers in assorted colors

B. Human Aides and Resources

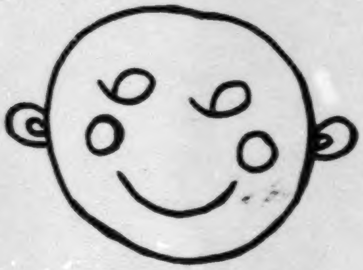
Teacher

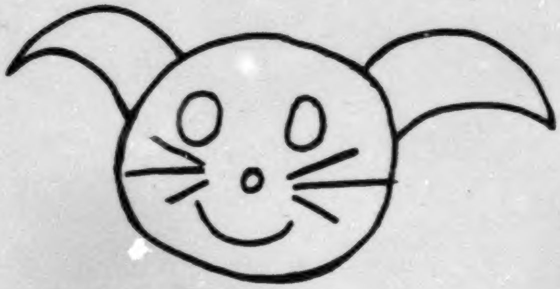
C. Procedures for this activity (with helpful hints)

1. Children discuss and develop rules for snowball throwing, and penalties if rules not followed.
2. Children suggest and vote on designs to be used.
3. Put curtain on floor.
4. Teacher pencils in 2 designs, one on each half of curtain.
5. Children take turns coloring with markers.
6. Put string on four corners.
7. Take outside and tie on fence.
8. Throw balls at target.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Example





HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BULLETIN BOARD - INTRODUCING UNIT

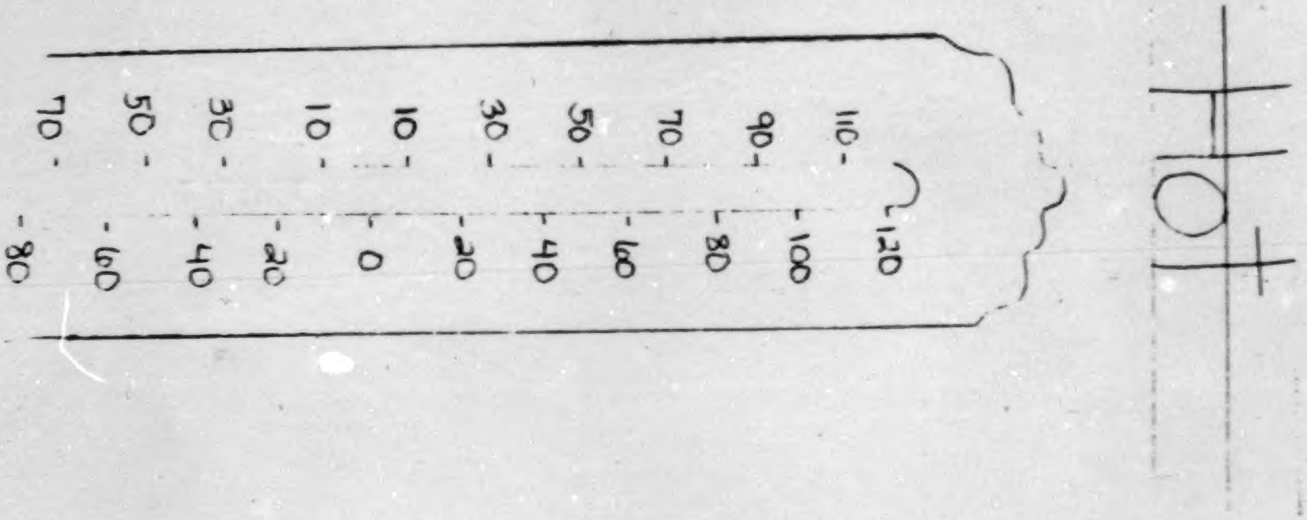
II. ACTIVITY FORMAT:

A. Procedures for this activity (with helpful hints)

1. Cut-out of sun
2. Plastic bag of air
3. Picture of rain
4. Lettering at top - Air, Sun, Water - make our weather
5. Children bring in pictures to add to board

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Name of Scientist ______________________________


Hot
110
90
70
50
30
10
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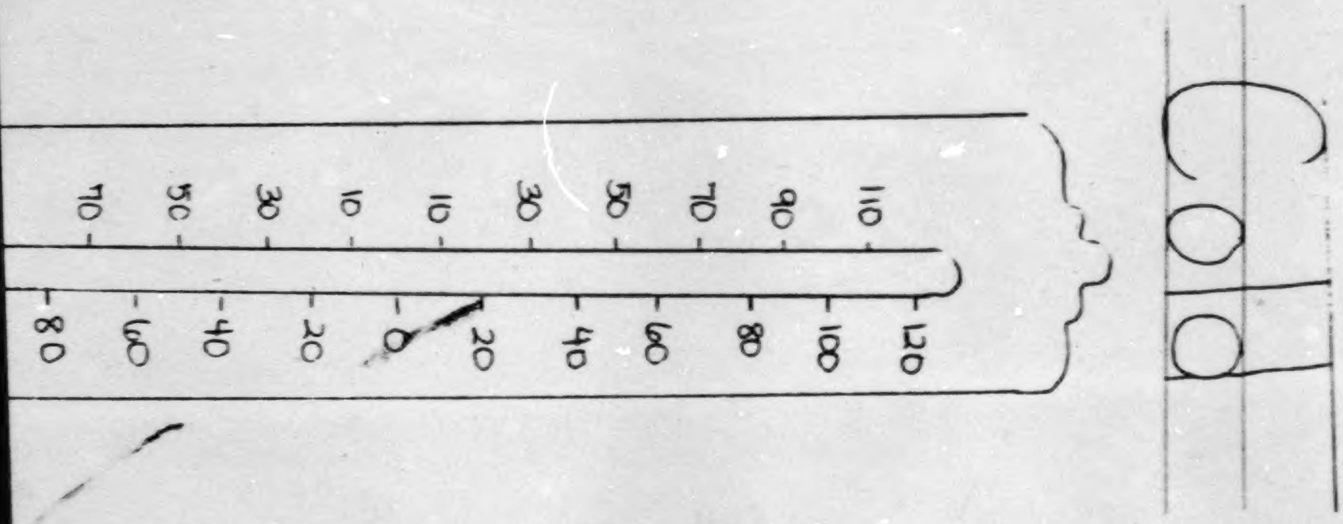
70
120
100
80
60
40
20
0
20
40
60
80


Cold
110
90
70
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120
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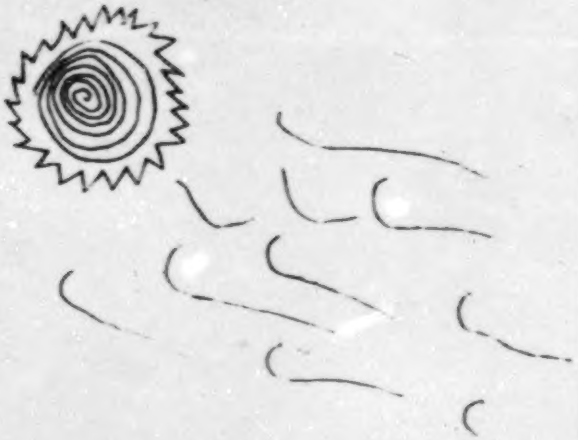
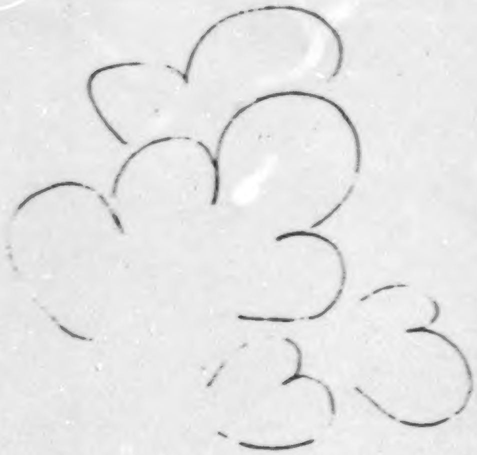
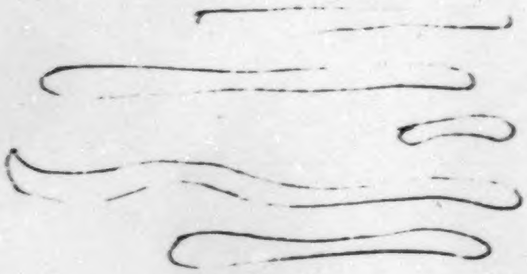
60
80



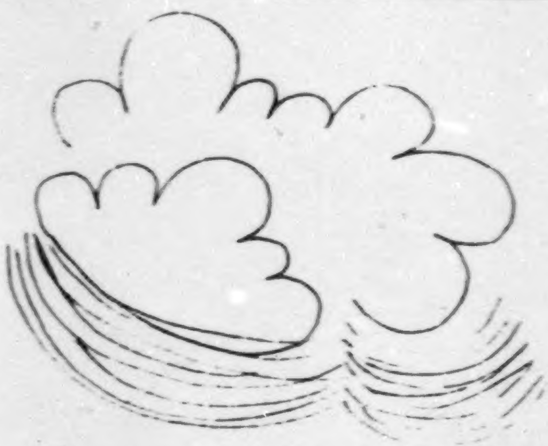
Cirrus Clouds
tell us
the clear weather
will probably change.



Cumulus Clouds
tell us
we will probably
have clear weather.



Stratus Clouds
tell us
we will have rain.



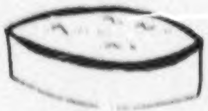
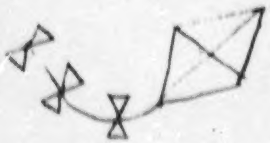
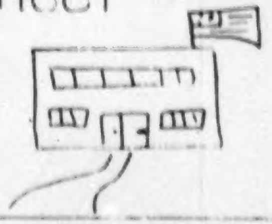
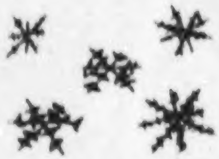
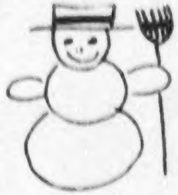
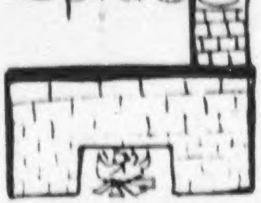
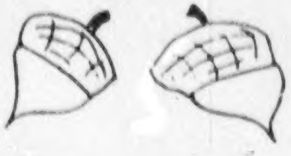
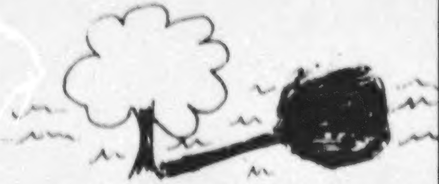
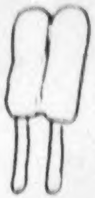
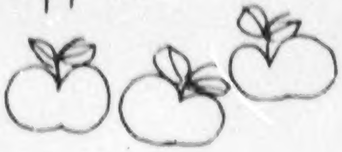
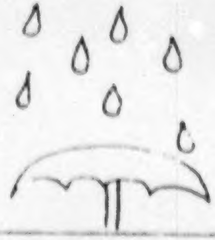
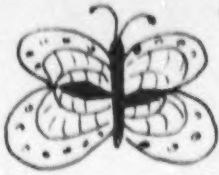
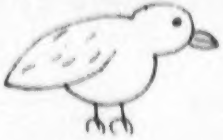
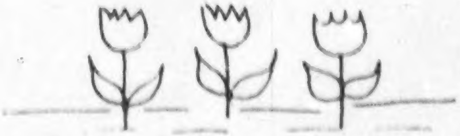
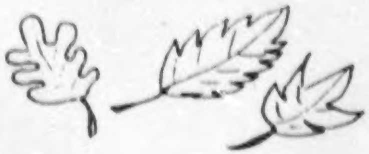
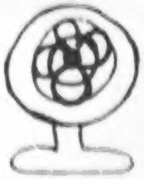
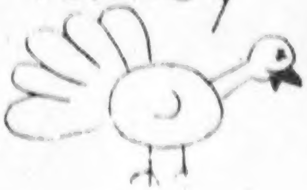
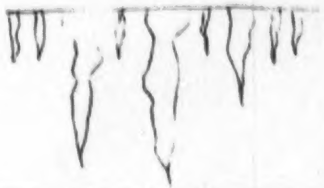
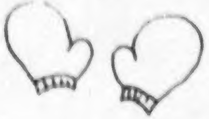
Cumulo-nimbus Clouds
tellus
we will probably have
a heavy storm.

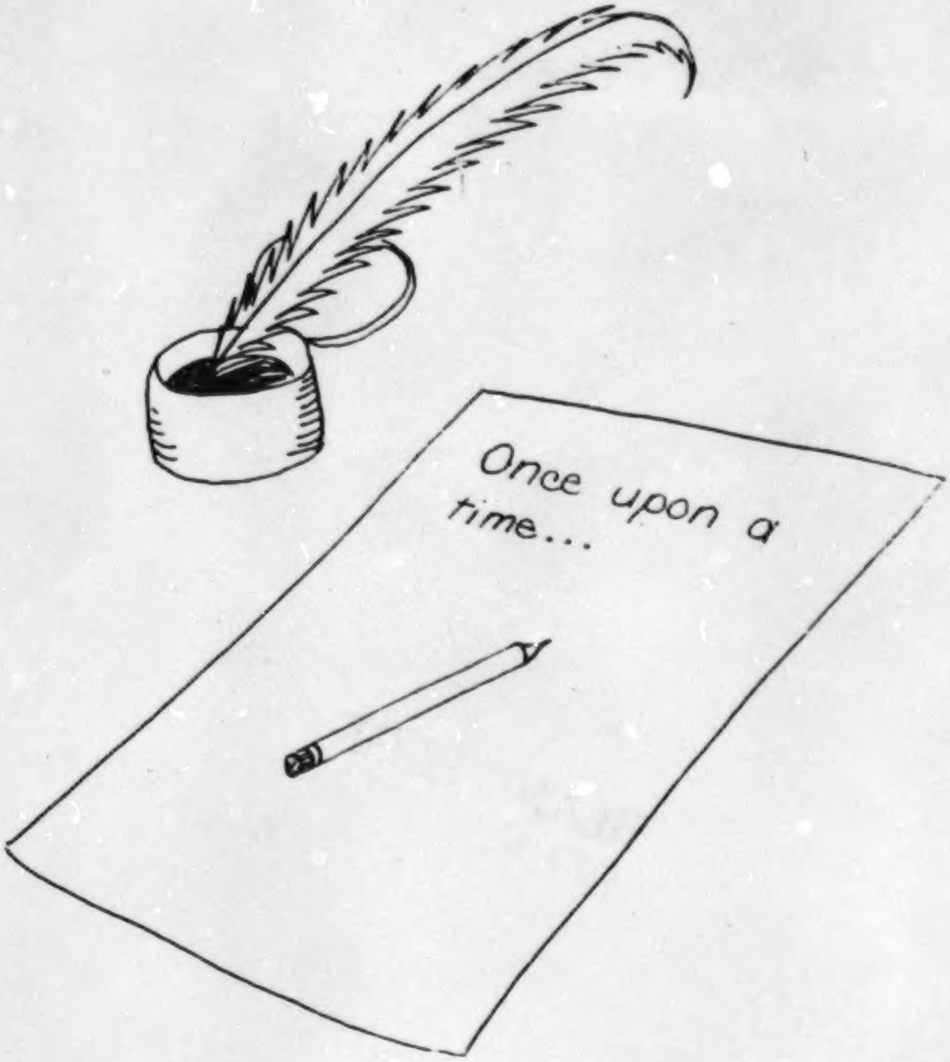
Make into a booklet

______'s Weather Chart

	Temperature	Wind	Clouds
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

Catagorize to the Seasons

pool 	kite 	School 	snow 
snowman 	fireplace 	nuts 	tree 
popsicle 	apples 	rain 	butterfly 
robin 	winds 	flowers 	leaves 
fan 	turkey 	icicle 	mittens 


Once upon a time...

WRITTEN MATERIALS

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: WRITTEN MATERIALS

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to have children realize the effect of written material upon their lives and gain some appreciation of the same material.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

    Mini Page
    I Can't, Said the Ant
    Recipe
    News Ranger
    Sounds of a Pow Wow - Bill Martin
    Poem: The Little Turtle
    Samples of various greeting cards
    Old fashioned printing press in school - I.M.C.

2. Field Trips:

    Walk to Business Letter Service Company on South Washington

3. Human Resources:

    Sixth grade students
    Mother helpers

4. Activities:

    Recipe booklets
    Itemize a profit and loss history of recipe booklets
    Make your own books
    Recycling paper - for greeting card

UNIT TITLE: **WRITTEN MATERIALS**

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Measurement Adding cost and sales Subtracting costs from profits Counting	Measure in inches, halves and quarters Add and subtract money figures, profit and loss Count paper needed for each recipe booklet and book being made
Social Studies	
Observe old fashioned sheet printed with hand roller printing press	Describe three ways in which printing affects his life
Changes in development of printing press	Identify the development of the printing press
Biographies of Benjamin Franklin and other printers	Explain why present presses are more advantageous

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Child measures board using linear ruler Record costs and sales Count and package booklets for P.T.A. Count and make up books used in Communication Skills	
Role playing experiences: Messengers deliver note or directions and see if child can follow symbolic communication Field trip to Business Letter Service Company on South Washington	Preparation for trip to: Business Letter Service Company South Washington Royal Oak

UNIT TITLE: **WRITTEN MATERIALS** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Communication Skills Creative writing Printed materials Value of symbolic language	Be able to express own thoughts in simple sentences Tell value of symbolic language in rebus writing Read a variety of printed material at his reading level
Paper Making	Show the physical change in the process of making paper

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Choose a shape book and write a poem or story of your choice	
Prepared shape books made by students	
Write personal stories using pictures and words	
Write down individual list of cost	
Write down individual list of sale	
Print covers and recipes	
Expost children to a variety of printed material: i.e., comic books, newspaper, readers, etc., for personal growth and enjoyment	
Ask children to bring in printed materials from home	
Make a greeting card using recycled paper	
Have each child make paper to be used in Communication Skills lesson	See Activity sheet

UNIT TITLE: **WRITTEN MATERIALS** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Career Awareness	
Where printers and associated workers work	Describe the set-up of one print shop
How printers and related help work	Observe a multilith machine operating
What training is required Reasons for going into printing and related work areas	Repeat number of papers a multilith machine can print per hour
Reasons for starting own family business	Tell why one family started own printing business
Art	
Development of gross and fine motor skills	Measure and cut paper and place into a book form Prepare and center a pattern on construction paper

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Field trip - what each person did in print shop Breakdown of responsibilities of worker Observe a multilith machine in operation	
Drawing and cutting design for book Make and compile book	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LAY OUT A PROFIT AND LOSS RECORD

II. ACTIVITY FORMAT:

A. Tools and Materials

record of costs
record of sales
graph paper
colored markers

B. Human Aides and Resources

P.T.A. records

C. Procedures for this activity (with helpful hints)

1. Write down individual list of costs
2. Write down individual list of sales
3. Figure amount of differences of profits
4. Make a graph with each recorded

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A SHAPE BOOK

II. ACTIVITY FORMAT:

A. Tools and Materials

oak tag patterns
scissors
handwriting paper-size of lines dependent on grade level
construction paper
brad fasteners

B. Human Aides and Resources

One adult or 6th grade student per each group of five students

C. Procedures for this activity (with helpful hints)

1. Divide into groups of five
2. Assign a helper to each group
3. Choose an oak tag shape
4. Trace shape on construction paper for front and back cover
5. Cut out shape
6. Trace shape on writing paper and cut out shapes
7. Put writing papers between covers
8. Punch holes at designated spot with hole puncher
9. Put brad fastener through holes
10. Fold and secure fastener
11. Enjoy your new book

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

RECYCLING PAPER BY HAND

II. ACTIVITY FORMAT:

A. Equipment

1. Finely meshed wire screen 5' x 6-1/2"
2. Aluminum pan 5" x 6-1/2" x 1"
3. This pan can be made from a frozen food container. Any approximately sized pan can be shaped to these dimensions. Cut out the center of the base of the pan, leaving a 1/2" base all around the pan. The screen will rest on this base.

   Aluminum pan 3-1/2" x 5" x 1"

   Cut out the entire base of this frozen food container, leaving the four sides in an unbroken rectangle. Bind this pan as follows: Use 1" adhesive tape around the four sides, with 1/2" on the inner side and 1/2" on the outer side of the base edge. Repeat the binding with a second strip of tape, this time going up only 1/4" on the four sides, both outside and inside. The additional edge of adhesive tape which hangs below the base rim of this pan will serve to hold in the pulp when you are working.
4. Basin, large enough to hold ten quarts of water
5. Cleansing tissue - 30 double sheets
6. Cellulose sponge 4" x 6" x 1"
7. Several packages of white blotters
8. Laundry starch
   One tablespoon of instant laundry starch mixed with two cups of water
9. Egg beater
10. Electric iron
11. Tray or a work surface which can take moisture
12. Scissors

B. Resources

American Paper and Pulp Association
122 East 42nd Street
New York, New York

C. Procedures for this activity (with helpful hints)

1. Tear 30 sheets (d97ble) of cleansing tissue into small pieces and place in the basin. Cover the tissue with 1-1/2 quarts of water and stir for about ten minutes until thoroughly dissolved to pulp.

2. Add the tablespoon of starch dissolved in two cups of lukewarm water, and 8 quarts of water to the dissolved pulp. Beat with the egg beater for a few minutes until tissue fibers are thoroughly dispersed in the water.

Recycling Paper by Hand (continued)

3. Place the small pan, tape sides down, on the screen which is the base of the larger pan. Holding both, dip them into the pulp mixture edgewise, and turn to horizontal position when submerged. Raise both pans, retaining a thin layer of pulp in the smaller one within the framework of the tape. Clear the outer pan of all extra pulp, gently with your finger. The extra pulp should be returned to the basin if you plan to make the 20 sheets.

4. Remove the inner frame and life the screen from the outer frame. Place the screen with the pulp on it on the sponge, with the screen between the sponge and the pulp.

5. Gently press the pulp and the wire mesh on the sponge with a white blotter until the moisture is absorbed. Lift up the blotter carefully and you will find that the rectangle of pulp has adhered to it from the mesh screen.

6. Place a second blotter over the pulp lying on the first blotter. Press again to absorb the moisture that still remains.

7. Place the damp sheet between two new blotters and iron it with a warm iron (not hot). Trim the edges all around with a scissors. Your paper will be about 3" x 4-1 /2" and you can write on it with a ballpoint pen.

8. Use the egg beater frequently to keep the pulp thoroughly mixed.

9. By placing a blotter between each wet sheet you can make a pile of about ten. Put pressure on this pile for several minutes, using wood blocks.

10. For a class of forty pupils, double the amount of tissue, starch, and the size of the pans accordingly.

11. To make larger sheets of paper, start with a large size screen and increase the size of the pans accordingly.

12. Tinted paper can be made by adding vegetable dye to the pulp and water mixture.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

This activity can be conducted in the classroom with the equipment described below. Using the dimensions suggested here, you can produce about 20 sheets of paper, 3" x 4-1/2".